

# The Bulletin

OF THE NATIONAL ASSOCIATION OF

## Secondary-School Principals

PER.

### Functional Aspects of the Secondary-School Program

**T**HIS publication contains information concerning several state plans for pupil coverage in insurance as well as other articles describing practices obtaining in the functioning of the secondary-school program.

VOLUME 31 OCTOBER, 1947 NUMBER 148

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**Service Organ for American Secondary Schools**

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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# The Bulletin

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### THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

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## National Contests for Schools

*National Contest Committee<sup>1</sup> of the National Association of  
Secondary-School Principals*

**T**HE National Contest Committee has considered the applications of firms, organizations, and institutions outside the organized educational agencies that are seeking participation by schools in national contests. The following national contests have the approval of the Committee and are suggested to schools as the only national contests in which schools should participate during the school year 1947-48.

The Committee has considered a large number of national contests and has sought additional specific information about many of them in which the educational aims and motives were not clearly stated. It places on the list only those national contests in which educational values for students in our secondary schools seem to outweigh the direct or implied commercial aspects of the contest.

### NATIONAL CONTESTS FOR 1947-48

#### *Sponsoring Agency*

#### *National Contest Approved*

Advertising Federation of America, 330 W. 42nd Street, New York 18, New York.	Essay Contest
American Association for the United Nations, Inc., 45 East 65th Street, New York 21, New York.	Essay Contest on United Nations
American Automobile Association, 17th Street and Pennsylvania Avenue N.W., Washington, D.C.	Traffic Safety Poster Contest
American Education Press, Inc., Columbus, Ohio.	Student Broadcast—"America's Town Meeting of the Air"
American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana.	Poppy Poster Contest
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York.	Scholarships
Conde Nast Publications, Inc., 420 Lexington Ave., New York, New York.	Art Contest
Daughters of the American Revolution, 17th and D Streets, N.W., Washington, D.C.	Good Citizenship Pilgrimage
Eastman Kodak Company, 343 State Street, Rochester 4, New York.	Photographic Contest
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan.	Craftsman's Guild

<sup>1</sup>The National Contest Committee: G. A. Manning, Principal, High School, Muskegon, Michigan, Chairman; Fred L. Biester, Superintendent, Glen Bard Township High School, Glenn Ellyn, Illinois; and John M. French, Principal, High School, LaPorte, Indiana.

Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota.	Oratorical Contest
Ladies Auxiliary of the Veterans of Foreign Wars, 406 W. 34th Street, Kansas City 2, Missouri.	Essay Contest
Loyal Legion Foundation, 837-839 Lemeke Building, Indianapolis 4, Indiana.	Essay Contest
National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson Street, Palo Alto, California.	Pepsi-Cola Scholarships
National Americanism Committee of the American Legion, 777 N. Meridian Street, Indianapolis, Indiana.	Oratorical Contest
National Forensic League, Ripon, Wis.	Forensic (excluding debate) Contest
National Graphic Arts Association, 719 15th Street, N.W., Washington 5, D.C.	Essay Contest
National Society for Crippled Children and Adults, Inc., Suite 105, 11 S. La Salle Street, Chicago 3, Illinois.	Design for Easter Seal
Propeller Club of the U.S., Port of New Orleans, Room 304, Association of Commerce Building, New Orleans 5, La.	Essay Contest
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois.	Best Teacher Contest
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street, N. W., Washington 6, D.C.	National Honor Society Scholarships
Scholastic Magazine, Inc., 220 E. 42nd Street, New York 17, New York.	Art, Literature, Music Contests
Science Service, 1719 N Street, N.W., Washington 6, D.C.	Science Talent Search

The Committee does not list Scholarships offered by colleges and universities for which the respective institutions determine the recipients through qualifying or competitive examinations. However, it does not look with favor on any such plan to select students if the writing of an essay is required as a part of the qualifying procedure.

The Committee recommends that schools participate in such national contests as are recommended by the National Committee. High School principals in each state may select as they wish from the approved list of contests. Sponsors of contests must secure through the high-school principals' association in each state approval to operate in that state.

## The Administrative Responsibilities for On-the-Job Training of Pupil-Personnel Workers

FRANKLIN R. ZERAN and  
GALEN JONES

This article and the two succeeding articles on pupil personnel work were specially prepared by the same authors for those engaged in the development of effective personnel practices in the secondary school.

**P**UPIL-PERSONNEL services, to be effective, must deal with *all* pupils and should serve *all* life-adjustment areas, whether they be health, social, educational, or vocational. If *all pupils* are to be assisted and all life-adjustment areas served, then *all staff members* must participate in the program—not merely the specialists. In a program of pupil-personnel services there is need for participation by all but not all can do *everything* equally well. There are some phases of pupil-personnel work that all teachers should do; some phases that only those teachers who receive special training should do; and then there are some services which only the specialists should render. However, while not all schools can afford specialists, they all do have cases, which present problems for specialists. While we do not advocate that untrained school personnel should treat these cases we do advocate that school personnel should be able to recognize symptoms and refer the individuals for proper treatment.

Unless the administrator is personnel minded his school will not have a pupil-personnel program. One way for him to reveal his interest, and at the same time assist in the development of a program, is to offer on-the-job, in-service training. He need not be the actual leader of the training work, but he

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does need to offer active leadership and participation. Various devices may be used for on-the-job training, among which are:

1. Dinner meetings once a month after which discussion can take place on specific aspects of the program. It is best to have a leader, several other individuals to speak briefly on certain phases of a specific topic, and then open the discussion to all.
2. Study groups held according to fields of interest.
3. Teachers' meetings after school using as the theme for the year that of pupil-personnel services.
4. Holding institutes on week ends, at which time a specific topic is discussed at each institute; *e.g.*, testing, occupational information, analysis of the individual.
5. Having the faculty report one week before school begins. The faculty would be paid for this attendance and a one-week's workshop could be held.

The following materials on principles and practices of pupil-personnel work are offered as an aid to the administrator who is interested in developing an on-the-job, in-service training program.

#### I. Principles and Practices of Pupil-Personnel Work

##### A. *What is pupil-personnel work?*

Warters says that personnel work has for its primary objective the optimum personal development of the pupil and that, to aid the pupil in attaining this objective, the worker must assist him to understand himself and his problems, to make good use of his personal and environmental resources, and to choose and to plan wisely in order that he may deal successfully with his problems and make satisfactory adjustments now and later. Germane and Germane see personnel work as having the following twofold purpose:

1. Helping youth to recognize and to understand more adequately their many baffling problems.
2. Helping youth to discover their several aptitudes, interests, and opportunities which, if properly developed, will assist in the solution of their problems.

All writers agree that personnel work is concerned with the whole individual. Accordingly, understanding the individual means knowing the whole individual—the physical, the emotional, and the social aspects as well as the intellectual. Personnel services must be provided for all pupils—the well-adjusted as well as the maladjusted. These services must deal with physical, mental, and emotional health, social and ethical development, and educational and vocational adjustment.



*B. Needs for a pupil-personnel program.*

Germane and Germane found the following areas of human experience that youth want most to have explored:

1. How to work and study effectively.
2. How to get along with others (success in human relations).
3. How the emotions and feelings are affected by conditioning factors of the environment (area of mental health).
4. How to choose a vocation.
5. How to develop a wholesome philosophy of life (area of ethics, religion, character).
6. How to insure a happy home life (area of family relationships).
7. How to be more charming (aesthetics, culture, and charm area).
8. How to choose wisely one's recreation (hobbies, leisure activities).
9. How to become more intelligently tolerant and interested in world problems (racial and class prejudices, prevention of war).
10. How to improve one's physical health and endurance.

*C. Scope of pupil-personnel work.*

According to Myers the following activities should be listed:

1. Obtaining the names, ages, and addresses of those children in the community whom the schools are intended to serve.
2. Seeing that those who should attend are present if possible; ascertaining reasons for prolonged absence; helping to remove obstacles to regular attendance.
3. Seeing that those who come are in as good physical condition as possible to do the work expected of them and to benefit from the available school environment to the maximum degree.
4. Seeing that those in attendance are assigned to school activities suited to their mental capacities.
5. Seeing that pupils are in as good condition as possible emotionally for the work expected of them.
6. Seeing that the personality, assets, and liabilities of pupils are discovered, recorded, and used as aids in helping them find their way into those school and other activities that will best utilize and develop the assets and reduce the liabilities.
7. Seeing that special aptitudes, interests, and limitations of pupils are discovered and recorded for use in helping them to

plan their educational, vocational, and recreational programs.

8. Seeing that pupils find their way into school activities, curricular and extracurricular, that best will serve their needs as shown by all the data available, and prepare them for steps ahead, educationally and vocationally.
9. Seeing that those who leave the school find their way into and progress in activities that call into use the development obtained while in the school and that tend to encourage continued development.

These activities may be carried on by:

1. Developing the individual inventory and recording pertinent data in the cumulative record.
2. Counseling pupils in regard to all problems.
3. Providing information on training opportunities and orientation, both in and out of school.
4. Collecting, filing, and disseminating occupational information.
5. Following up individuals, both in and out of school.
6. Placing individuals in educational, avocational, and occupational opportunities, both in and out of school.
7. Providing for a school census program.
8. Making provisions whenever possible for attendance officers; visiting teachers; medical and dental examinations; psychologist; psychiatric service; school nurse; counselors; and specialists in speech correction, remedial reading, and for the deaf, blind, and crippled.

*Materials to be used:*

1. Brewer, John M. *History of Vocational Guidance*. Ch. 5, 6, 8, 9, 11, 15. Harper and Brothers.
2. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Ch. 1-5. American Book Co.
3. Erickson, Clifford, and Happ, Marion. *Guidance Practices at Work*. Ch. 1. McGraw-Hill Book Co.
4. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Ch. 1. McGraw-Hill Book Co.
5. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Ch. 1-3. Silver Burdett Co.
6. Johnston, Edgar G. *Administering the Guidance Program*. Pages 4-6, 8-10. Educational Test Bureau.
7. Myers, George. *Principles and Techniques of Vocational Guidance*. Ch. 4, 5. McGraw-Hill Book Co.
8. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 1-4. Cornell University Press.
9. Strang, Ruth. *The Role of the Teacher in Personnel Work*. Ch. 1. Bureau of Publications, Teachers College, Columbia University.



10. Traxler, Arthur. *Techniques of Guidance*. Ch. 1, 2. Harper and Brothers.

II. Individual Inventory—Excluding Tests.

A. *Uses of the individual inventory.*

1. To get complete data on the counselee.
2. To be used in the counseling procedure:
  - a. Referral
  - b. Training
  - c. Placement

B. *Information to be obtained.*

1. Types of information to be included:
  - a. Name and address
  - b. Age
  - c. Sex
  - d. Race and nationality
  - e. Education
  - f. Test results
  - g. Disabilities
  - h. Occupational experiences
  - i. Hobbies
  - j. Dependents
  - k. Interests
2. Where to get the information:
  - a. Counselee
  - b. Test results
  - c. Records submitted by counselee
  - d. Anecdotal records
  - e. Case conferences
  - f. Home visits
  - g. Autobiographies
3. When to get the information:
  - a. At least as soon as the counselee comes in the first time.
  - b. As needed for counseling work.

C. *Where records are to be kept.*

D. *Who shall have access to the records?*

*Materials to be used:*

1. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Ch. 11-13. American Book Co.
2. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Ch. 1. McGraw-Hill Book Co.
3. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Pages 82-95; Ch. 7, 11. Silver Burdett Co.
4. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 9-12. Cornell University Press.
5. Ruch and Segel. *Minimum Essentials of the Individual Inventory*. Pages 1-31. U. S. Office of Education.

6. Smith, Charles, and Roos, Mary. *A Guide to Guidance*. Ch. 9. Prentice-Hall, Inc.
7. Strang, Ruth. *The Role of the Teacher in Personnel Work*. Ch. 8, 9, 12, 13. Bureau of Publications. Teachers College, Columbia University.
8. Traxler, Arthur. *Techniques of Guidance*. Ch. 3, 11, 12, 13, 14. Harper and Brothers.
9. Warters, Jane. *High-School Personnel Work Today*. Ch. 5. McGraw-Hill Book Co.
10. Various Record Forms.

### III. Individual Inventory—Testing.

#### A. Types of tests:

1. Pencil and paper
2. Performance
3. Individual
4. Group
5. Timed tests
  - a. Each section timed
  - b. Specific amount of time for entire test
6. Non-timed tests
7. Scholastic aptitude
8. Other aptitude tests:
  - a. Mechanical
  - b. Music
  - c. Art
  - d. Clerical
  - e. For professions
9. Achievement tests
  - a. Batteries
  - b. Separates
10. Interest inventories
11. Personality inventories

#### B. Uses to which they may be put.

The more one knows about an individual, the more supplementary test results become; the less one knows about an individual, the more important test results become.

1. Analysis and appraisal of the individual as he is, so as to present a profile of his abilities and limitations.
2. Prediction of the probable development and success to be attained by the individual in certain specific fields.
3. Measurement of growth in given subjects and training.
4. Planning an educational program.
5. Making occupational choices.

#### C. Selection of tests.

1. Never select a test without knowing beforehand—

- a. For what traits you desire to test.
- b. If the selected test will test exactly that trait.
- c. Reliability of test and how derived.
- d. Validity and whether test is valid in your situation.  
("c" and "d" are of special importance and considerable time should be devoted to both reliability and validity. A profile sheet should be provided in order that comparative scores may be indicated and useful deductions arrived at.)
- e. Norms and how derived:
  - (a) Number of cases
  - (b) Race used
  - (c) Geographical distribution
  - (d) Nationality
  - (e) Objectivity
- f. Ease of administration
- g. Ease of scoring
- h. Time—to administer; to take; to score

**D. Interpretation of test results.**

The only real value derived from testing is in the proper interpretation of the results. It is therefore unsound to have a testing program unless the individual using the tests has had proper training in tests and measurements.

**E. Things to remember about using tests.**

1. A score on a single test is NOT used as an adequate basis for counseling. Other data and additional test results should be obtained whenever possible; hence the value of the rest of the individual inventory.
2. Unnecessary duplication in testing should be avoided.
3. In selecting a test, choose one that takes into consideration the following factors relevant to the individuals being tested:
  - a. Age
  - b. Sex
  - c. Experience
  - d. Socio-economic status
  - e. Intellectual or educational level
  - f. Nativity
  - g. Vocational goal
  - h. Special aptitudes
  - i. Information on norms (See III-C-1-e)
  - j. Validity (See III-C-1-d)
4. Study the results of the tests by parts to discover the fields of strength or weakness.

*F. Essentials for adequate use of tests.*

Rose Anderson in *Personnel Procedures in the Secondary School* says that to insure the greatest helpfulness from the use of objective measures several things are necessary:

1. The tests must be selected on the basis of their applicability to the specific needs.
2. They must be administered under conditions favorable to securing the best possible response from the students.
3. The results must be related to all the relevant facts of the student's personal and school history.
4. The student's curriculum and treatment must be modified in accordance with the significant indications.

Materials to be used:

1. Bingham, W. V. *Aptitudes and Aptitude Testing*. Ch. 16, 17, 18, 19. Harper and Brothers.
2. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Ch. 11. American Book Co.
3. Darley, John. *Testing and Counseling in the High-School Guidance Program*. Ch. 3, 4. Science Research Associates.
4. Erickson, Clifford, and Happ, Marion. *Guidance Practices at Work*. Pages 244-253. McGraw-Hill Book Co.
5. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Pages 153, 157, 158, 258. McGraw-Hill Book Co.
6. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Ch. 5, 6, 9, 10. Silver Burdett Co.
7. McClintock, James. *Personnel Procedures in the Secondary School*. Ch. 4. The Psychological Corporation.
8. Patterson, Schneider, Williamson. *Student Guidance Techniques*. 316 pages. McGraw-Hill Book Co.
9. Ruch and Sezel. *Minimum Essentials of the Individual Inventory*. Pages 33-69. U. S. Office of Education.
10. Strang, Ruth. *The Role of the Teacher in Personnel Work*. Ch. 10. Bureau of Publications, Teachers College, Columbia University.
11. Traxler, Arthur. *Techniques of Guidance*. Ch. 6, 7, 8, 9, 10. Harper and Brothers.
12. Test Materials—various types.

## IV. Counseling—the Simple Interview:

A. *Types of interviewing situations:*

1. Initial interview
  - a. Referral function.
  - b. Informational and other functions which result in immediate assistance to counselee.
  - c. Contact type where the individual is asked to return.

B. *Things to remember about interviewing:*

1. Be a good listener.
2. Find the problem as soon as possible.
3. Refer all cases which should be referred to the proper indi-

vidual. Render all assistance possible. Do not leave impression that you are "passing the buck."

4. Make the individual feel that you are really interested in helping him.
5. Ask him to let you know how he is getting along, to drop in again, even where it is not necessary for the counselee to return.

Materials to be used:

1. Bingham, W. V., and Moore, Bruce. *How to Interview*. 308 pages. Harper and Brothers.
2. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Pages 186-189. American Book Co.
3. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Pages 94, 105, 116-119, 123, 126, 127, 200, 201. McGraw-Hill Book Co.
4. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Ch. 8. Silver Burdett Co.
5. Williamson, E. G., and Hahn, M. E. *Introduction to High-School Counseling*. Pages 177, 180, 206. McGraw-Hill Book Co.

V. Counseling—Techniques.

Remember that the work is individual in nature and this situation is the result of a preliminary interview.

A. Steps in counseling.

1. Planning the counseling interview:
  - a. Preparing for the interview:
    - (a) Secure a quiet, private room. This is necessary for obtaining the best results.
    - (b) Gather beforehand sufficient information on and for the individual.
    - (c) Have a general plan of action.
    - (d) Allow sufficient time for the interview.
    - (e) Avoid dragging out the interview.
  - b. Initiating the "rapport:"  
Avoid direct questions until the counselee is ready.
2. Conducting the interview:
  - a. Try to discover the problem as soon as possible.
  - b. Be a good listener.
  - c. Be observant.
3. Terminating the counseling interview:
  - a. End interview when objectives have been accomplished.
  - b. Summarize the plan of action agreed upon.
  - c. Make definite appointment for the next meeting.
4. Recording results of the counseling interview:
  - a. Record facts of the interview after individual leaves.
  - b. Note any pertinent observations.

## 5. Supplementing the counseling interview:

- a. Tests may be necessary.
- b. Additional facts *about* the individual may be desired.

- From (a) Counselor

- (b) Staff

- (c) Others

## c. Additional information FOR individual may be desired:

- (a) Catalogs and other school and training aids.

- (b) Sources of information.

- (c) Occupational pamphlets, books, etc.

## 6. Follow-up of the counseling interview:

Is the plan of action carried out?

B. *Case conferences.*

- 1. Useful devices to see whether the counseling given would be the same given by other counselors on the staff.

- 2. Useful as training aids.

C. *Assembling facts useful to educational, training, and other agencies in plans for serving counselees.*D. *Identification and disposal of cases presenting special problems.*

- 1. Referrals to professional assistance:

- a. Medical cases.

- b. Psychiatric cases.

- c. Welfare cases.

- 2. Referrals to established agencies with special jurisdiction.

## Materials to be used:

1. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Ch. 9, 10. American Book Co.
2. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Ch. 5. McGraw-Hill Book Co.
3. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Ch. 7, 15-20. Silver Burdett Co.
4. Rogers, R. H. *Counseling and Psychotherapy*. 450 pages. Houghton-Mifflin Co.
5. Traxler, Arthur. *Techniques of Guidance*. Ch. 14, 17. Harper and Brothers.
6. Warters, Jane. *High-School Personnel Work Today*. Ch. 6. McGraw-Hill Book Co.
7. Williamson, E. G. *How to Counsel Students*. Ch. 5. McGraw-Hill Book Co.
8. Williamson, E. G., and Hahn, M. E. *Introduction to High-School Counseling*. Pages 146-8, 156-9, 180-1, 200, 214-17, 221-45, 270. McGraw-Hill Book Co.
9. Syracuse University. *The Case of Barry Black—Connie Casey—Sam Smith*.
10. University of Nebraska. *The Case of Mickey Murphy*.
11. Case Studies from Files.

## VI. Training Opportunities.

- A. *In discussing training opportunities, it is necessary to use the individual inventory and relate such facts as in items, 1, 2, 6 to items 3, 4, 5:*

1. Age of the counselee.
2. Learning speed.
3. The job objective.
4. Occupational level to which counselee may direct his efforts.
5. Training conditions.
6. Economic status.

B. *Types of training opportunities.*

1. Institutional or formal instruction:
  - a. University or college
  - b. Trade school
  - c. Business college
  - d. Vocational education school
  - e. Secondary school
2. Correspondence school.
3. Employment training.

C. *How to get the information:*

1. Survey local area.
2. Catalogs.
3. State Department of Public Instruction.
4. State Director for Vocational Education.
5. Books.

D. *How to use the information:*

1. In conference with the individual—as a first step.
2. Allowing the counselee to use the materials either in office or check them out.
3. In conference with the counselee after he has studied the materials.
4. In an organized class in occupations.
5. In a regular classroom subject—English, mathematics, etc.

Materials to be used:

1. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Pages 95-98, 114, 161-168, 193-196, 209, 217, 237. McGraw-Hill Book Co.
2. Good, C. V. *A Guide to Colleges, Universities, and Professional Schools in the U. S.* American Council on Education.
3. Greenleaf, W. J. *Working Your Way Through College*. U. S. Office of Education.
4. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 5, 6. Cornell University Press.
5. Institute of Women's Professional Relations, Connecticut College, New London. *Directory of Colleges, Universities, and Schools offering training in—*
  - a. Occupations concerned with business and industry.
  - b. Professions other than health and arts.
6. Warters, Jane. *High-School Personnel Work Today*. Ch. 10. McGraw-Hill Book Co.
7. *Handbook of College Entrance Requirements*, U. S. Office of Education.



8. Materials—Catalogs of colleges, universities, trade schools, vocational schools, etc.

## VII. Occupational Information.

### A. Steps to take in gathering occupational information:

1. Make local community occupational survey.
2. Secure facts from follow-up studies.
3. Gather printed materials on occupations:
  - a. Pamphlets, clippings, etc.
  - b. Books
4. Utilize facts available from placement or employment agencies:
  - a. State employment services
  - b. County agents
  - c. Others
5. Visual aids.

### B. Filing unbound occupational materials.

### C. Dissemination of occupational materials.

1. As a unit of regular classroom work.
2. Course in occupations.
3. Plant visitation:
  - a. Group
  - b. Individual
4. Career days.
5. College days.
6. Visual aids.
7. Library.
8. Home rooms.

### Materials to be used:

1. Billings, M. L. *Group Methods of Studying Occupations*. 513 pages. International Textbook Co.
2. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Pages 265-271. American Book Co.
3. Erickson, Clifford, and Happ, Marion. *Guidance Practices at Work*. Ch. 6, 7. McGraw-Hill Book Co.
4. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Ch. 4. McGraw-Hill Book Co.
5. Forrester, Gertrude. *Methods of Vocational Guidance*. 460 pages. D. C. Heath and Co.
6. Forrester, Gertrude. *Occupations: A Selected List of Pamphlets*. 240 pages. H. W. Wilson Co.
7. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 6, 7, 8. Cornell University Press.
8. Shartle, Carroll. *Occupational Information*. 339 pages. Prentice-Hall, Inc.
9. *Dictionary of Occupational Titles*. Parts I, II, IV, and Supplement to Part I. U. S. Government Printing Office.
10. *Occupational Studies Leaflet*. Misc. 2923, U. S. Office of Education.



11. *Occupational Index*. Occupational Index, Inc.
12. *Vocational Index*. Science Research Associates.
13. *Filing Systems*. Science Research Associates, etc.
14. *Visual aids*. Vocational Guidance Films, Inc.; Society for Visual Education.

#### VIII. Follow-up.

##### A. *Who is to be followed up?*

1. All school-leavers—both graduates and drop-outs.  
Whether all drop-outs be included from elementary school, junior high school, and senior high school is a matter for the survey committee to decide.

##### B. *Why should there be a follow-up?*

1. Research.
  - a. To evaluate the effectiveness of the school curriculum in the light of the experiences of school-leavers.
  - b. To evaluate the pupil-personnel services.
  - c. To evaluate the effectiveness of instruction.
2. Service.
  - a. To keep in touch with all school-leavers for a definite period of time for the purpose of:
    - (a) Aiding them in making adjustments.
    - (b) Securing additional training.
    - (c) Forming closer ties between the school, the individual, and the community.
3. Extension of the individual inventory.  
To provide a flow of continuous out-of-school data which would include plans and work experiences; further training; placement; and follow-up to be added to the in-school record.
4. Policy-making.
  - a. To justify changes in the school program:
    - (a) Modify, extend, or expand the curriculum in light of the experiences of school-leavers, which would supply relevant data for changes of certain kinds.
    - (b) Extend and refine the total pupil-personnel effort.

##### C. *When should follow-up be made?*

Initial study should be the beginning of a continuous annual series to be made at intervals of 1-3-5-10 years for each group.

##### D. *How should this be done?*

1. Questionnaire.
2. Interview.
3. Telephone.
4. Combination of methods.

##### E. *Who should do the follow-up?*

1. Student organizations

- a. Student Council
- b. Clubs
- c. Classes
  - (a) English
  - (b) Office practice
  - (c) Social studies
- 2. Teachers
- 3. Outside agencies
  - a. Women's organizations
  - b. Service clubs
  - c. Other community organizations

Materials to be used:

1. Brewster, Royce, and Zeran, Franklin. *Techniques of Follow-up Study of School-Leavers*. Misc. 3038, U. S. Office of Education.
2. Brewster, Royce, and Zeran, Franklin. *Techniques of Follow-up Study of School-Leavers*. California Test Bureau.
3. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Pages 290-293. American Book Co.
4. Erickson, Clifford, and Happ, Marion. *Guidance Practices at Work*. Pages 52, 264-273. McGraw-Hill Book Co.
5. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Pages 120-128. McGraw-Hill Book Co.
6. Traxler, Arthur. *Techniques of Guidance*. Ch. 16. Harper and Brothers.

IX. Placement.

Interpreted as satisfactory adjustment to the next situation whether it is on a job or in the school.

A. *In-the-school adjustment to classes to be the job of:*

1. Counselor.
2. Classroom teachers.
3. Special staff members; e.g., speech correction, remedial reading, nurse.
4. Administrator.

B. *Out-of-school adjustment assistance by the school to be the job of:*

1. Placement officer or individual performing placement functions.
2. Counselor.
3. Teachers.
4. Administrator.

Materials to be used:

1. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Pages 232, 287-290, 333. American Book Co.
2. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Pages 8, 17, 189-192, 237, 244. McGraw-Hill Book Co.
3. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 15, 16. Cornell University Press.

4. Reed, Anna Y. *Occupational Placement*. 350 pages. Cornell University Press.

X. Organization and Administration of a Pupil-Personnel Program.

A. *Responsibilities of:*

1. The Administrator—

- a. Organizes and supervises the pupil-personnel program.
- b. Allows time for counseling on school time.
- c. Designates a counselor or counselors.
- d. Provides necessary equipment and interests.
- e. Assigns pupil-personnel duties to staff members.

2. The Counselor—

- a. Assists teachers to cope with their problems.
- b. Counsels with pupils.
- c. Directs and co-ordinates pupil-personnel program—responsible for follow-up, placement, individual inventory, etc., being done effectively.

3. The Classroom Teacher—

- a. Gives occupational information through the subject.
- b. Assists in proper adjustment of the pupils.
- c. May do individual counseling.
- d. Knows when to refer individual pupil to counselor.

4. The Librarian—

- a. Collects occupational information.
- b. Maintains occupational bookshelf.
- c. Collects materials on training opportunities.

5. The school nurse, school dentist, school physician, psychologist, psychiatrist, visiting teacher, speech correction specialist, remedial reading specialist, sight-saving specialist, and other specialists—

- a. Discovers limitations and assists in proper adjustment of the pupils.
- b. Assists teachers to cope with their problems.
- c. Works with the counselor.
- d. Works with the parents and with related community agencies.

B. *Selection of a counselor by the administrator on the basis of:*

1. Personal qualities.
2. Training in the field of pupil-personnel services.
3. Satisfactory experiences in teaching and other fields of work.

C. *Evaluation of pupil-personnel program.*

1. Individual inventory.
2. Occupational and educational information.
3. Counseling.

4. Training opportunities.
5. Placement.
6. Follow-up.
7. Organization and administration of the program.
8. Teacher participation.

Materials to be used:

1. Chisholm, Leslie L. *Guiding Youth in the Secondary School*. Ch. 14-21. American Book Co.
2. Cox, Rachel D. *Counselors and Their Work*. 246 pages. Archives Publishing Co. of Pennsylvania, Inc.
3. Dunsmoor, Clarence, and Miller, Leonard. *Guidance Methods for Teachers*. 382 pages. International Textbook Co.
4. Erickson, Clifford, and Happ, Marion. *Guidance Practices at Work*. Ch. 2, 4, 9, 10. McGraw-Hill Book Co.
5. Erickson, Clifford, and Smith, Glenn. *Organization and Administration of Guidance Services*. Ch. 2, 3, 6, 7, 8, 9 and appendix. McGraw-Hill Book Co.
6. Germane, Charles, and Germane, Edith. *Personnel Work in High School*. Ch. 4, 13, 14. Silver Burdett Co.
7. Johnson, Edgar G. *Administering the Guidance Program*. Parts 1, 2, 5, 6, 9. Educational Test Bureau.
8. Jones, Arthur J. *Principles of Guidance*. 3rd edition, 595 pages. McGraw-Hill Book Co.
9. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ch. 17-20. Cornell University Press.
10. Smith and Roos. *A Guide to Guidance*. Ch. 10, 11, 12, 15. Prentice Hall, Inc.
11. Strang, Ruth. *The Role of the Teacher in Personnel Work*. Ch. 2, 3, 4, 5, 6, 7. Bureau of Publications, Teachers College, Columbia University.
12. Traxler, Arthur. *Techniques of Guidance*. Ch. 15. Harper and Brothers.
13. Warters, Jane. *High School Personnel Work Today*. Ch. 11, 12 and pages 97-105. McGraw-Hill Book Co.
14. Williamson and Hahn. *Introduction to High-School Counseling*. 314 pages. McGraw-Hill Book Co.

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THE ARMY GENERAL CLASSIFICATION TEST—This test, known to more than ten million soldiers of World War II as the AGCT, has been released by the Adjutant General's Office for civilian use. Science Research Associates, 228 South Wabash Ave., Chicago 4, Illinois, publishers of vocational guidance and personnel materials, offer this test to the civilian market. The AGCT was developed by a staff of Army psychologists in the Personnel Research Section of the Adjutant General's Office for the purpose of classifying inductees according to their "ability to learn quickly their duties as a soldier." Because of the hundreds of highly technical jobs in the Army, the AGCT was designed to obtain as accurate a measure as possible of the soldier's technical aptitude. For this reason it is expected to be a boon to personnel departments in industry, to teachers, and to vocational guidance counselors.

## Responsibilities and Duties of the Administrator in a Pupil Personnel Program

FRANKLIN R. ZERAN and  
GALEN JONES

**E**DUCATION cannot proceed in a vacuum. It must deal with people. Likewise, educational opportunities must be considered not so much in relation to local, state, and Federal lines of responsibility as how they act upon and for John and Mary. These educational opportunities must be considered in the light of their effect upon boys and girls, each one having problems which are unique and personal. All educational opportunities available to them must be translated according to their aptitudes, abilities, interests, attitudes, limitations, and opportunities. Hence, we must fit the school to the needs of each individual pupil rather than force the individual to fit the offerings of the school—however unsuitable these may be for either the pupil or the community. We must first “learn” Johnny before we can teach him. This we are assisted in doing through a program of pupil-personnel services.

### WHAT ARE THESE SERVICES?

Warters<sup>1</sup> uses the term “personnel work” to designate a broad program of services designed to assist *all* pupils in *all* life-adjustment areas—physical health, mental and emotional health, social and ethical development, and educational and vocational adjustment. These personnel services to be functional and far-reaching must be extended to the well-adjusted as well as to those who are maladjusted and must be understood by and participated in by the entire faculty rather than by just the specialists on the staff.

Besides the specific services rendered by the school nurse and physician, the sight-saving specialist, the speech correction specialist, the remedial reading specialist, the counselor, the psychologist, and the health and physical edu-

<sup>1</sup>Warters, Jane. *High-School Personnel Work Today*. New York: McGraw-Hill Book Co. 1946. pp. 18, 25, 58.

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cation specialist, there are other services which form the framework of the pupil-personnel program. These must be participated in by the entire faculty including the specialists.

"There are personnel services to be performed by every staff member, but every staff member is not qualified to perform every personnel service. According to this last point of view, there are levels of personnel work of varying degrees of complexity. Certain services can be performed by every teacher; certain services should be performed only by the teachers selected and trained for them; and certain services should be performed only by the specialists. . . . The specialist is there to co-ordinate the work, to implement new theories, and to supplement the services of the class teacher."<sup>2</sup>

The services which form the framework of the pupil-personnel program are:

*I. Recorded Informational Services about the Individual Pupil Which Are Used for His Assistance.*

The individual's personal development cannot take place or be planned for without knowledge of his characteristics. Since the information needed to counsel a pupil at any time may concern his health—physical, mental, or emotional—educational achievement, attitudes, aptitudes, interests, abilities, family relationships, hobbies, work experiences, or other pertinent characteristics, it is essential that these data be cumulative, recorded and available for use. While identifying and recording an individual's characteristics are functions of a program of pupil-personnel services, it is only through the wise interpretation and use of these data that their recording and filing take on meaning. All members of the staff—classroom teachers as well as specialists—are able to add information to the individual's cumulative inventory as it occurs. Anecdotal records, case records, case conference reports, and home-visit reports are other types of essential data to be included. These data should be kept up-to-date so that a "trial balance" may be struck at any time there is need by the pupil of having assistance.

*II. Counseling Services.*

Assistance to the individual should take the form of helping him identify, understand, and solve his problems by facing facts and using them in making plans. This objective is achieved through the counseling process. It would be fortunate if all faculty and staff members were equally able to do good counseling, but because of such elements as personality, interest, training, and experience some will be more able than others to counsel pupils. However, the total

<sup>2</sup>*Ibid.*, pp. 26, 27.

counseling job is not a one-person responsibility. This is equally true in large-sized, medium-sized, or small schools. While definite assignments as counselors must be made to certain faculty members, there is need in any organized counseling program for co-operative action on the part of *all* faculty members if the counseling responsibilities are to be carried out.

### III. *Informational Services.*

In meeting the specific needs of Johnny we are obligated to offer assistance so as to develop a close and desirable relationship between his aptitudes, abilities, attitudes, interests, and limitations, and his objectives—whether they be training or jobs. If John and Mary have a right to expect that the school will assist in the acquiring of those skills and attitudes necessary for making satisfactory adjustments—socially and emotionally—then their adjustment to learning, training, or working situations cannot be ignored. Vocational choice, based upon a careful study of the objective and its relationship to the individual's abilities, interests, and limitations, is one outcome of a program of pupil-personnel services. Besides acquiring information as to individual characteristics it is essential that occupational and educational opportunities be identified and the information made available to all individuals.

### IV. *Follow-up Services.*

It is only through a continuing follow-up of its school-leavers—graduates or drop-outs—that the school is in a position to ascertain the marketability of its products in an ever-changing consumer's market. Follow-up studies will provide pertinent data relative to the number of pupils entering and pursuing higher education, the occupational distribution of those who have entered employment, the number employed, the approximate beginning salaries of workers, the types of training pursued, the type and amount of supplementary training needed to hold or progress in the present position, or training needed to secure a job. In light of these data it is the obligation of the school to reveal and interpret these findings to its pupils and, in turn, to modify its program of offerings.

### V. *Placement Services.*

Placement should be interpreted as the satisfactory adjustment of the pupil to the next situation whether in-school or on-the-job. These adjustments must take place with full consideration of the individual's characteristics as well as his objectives. This means that certain staff members should be skilled in the identification and isolation of the objective so that it can be studied and analyzed in terms of the individual's abilities and limitations. However, all staff members must have or develop those skills necessary to offer assist-



ance through the individual's inventory so that this adjustment will be based upon up-to-date facts.

#### HOW WILL JOHNNY AND MARY BE HELPED?

If John and Mary have a right to expect that the school will assist in the acquiring of those skills and attitudes necessary for making satisfactory adjustments then they should know the degree of assistance which they may expect from a program of pupil-personnel services. The individual pupil should know that he will be helped:

1. To discover and analyze his own abilities, aptitudes, interests, progress, and needs.
2. To develop plans and set personal goals consistent with his abilities, aptitudes, interests, and needs.
3. To find suitable placement for learning or training, and to receive aid appropriate to his abilities, aptitudes, interests, needs, and plans.
4. To receive the kind of handling and to acquire the skills and attitudes for making satisfactory adjustments, socially and emotionally.
5. To find suitable job placement, transition, and follow-up in his adjustment to out-of-school living.
6. To benefit from continuous, competent, and sufficiently personalized handling in school to permit individualized counseling as a continuous process rather than an event.<sup>3</sup>

They must be taught that it is their responsibility to analyze coldly their plans and goals in the light of their abilities, aptitudes, and limitations. They must be forced to realize that, while it is nice to "hitch one's wagon to a star," cold reality forces us to keep the wagon's wheels on the ground, since wagons run much better that way!

#### WHAT ARE THE RESPONSIBILITIES AND DUTIES OF THE ADMINISTRATOR?

Pupil-personnel programs will flourish only when the administrator has the pupil-personnel point of view. "Regardless of whether there is a special officer to direct the program, the principal's attitude toward the individual guidance of the pupils will be the factor that determines the teacher's attitude and practices."<sup>4</sup> The administrator's task is one of planning, organizing, and co-ordinating the efforts of all, in order to place the appropriate emphasis on the pupil-personnel program. To achieve this goal, it will be essential for the administrator to recognize four closely related factors of the program:

1. Pupil-personnel leadership.
2. Services of special consultants.

<sup>3</sup>"Minneapolis Evaluates Its Guidance Service." *The Bulletin of the National Association of Secondary-School Principals*, January 1946, Vol. 30, No. 135, p. 13.

<sup>4</sup>Spears, Harold. *Secondary Education in American Life*, New York: American Book Co. 1941. p. 222.



3. The participation of all staff members.
4. An evolving curriculum, and a flexibility in scheduling pupils, based on evidence of the individual pupil's needs as revealed by a functioning broad program of pupil-personnel services.

"The schools in which personnel work is functioning most effectively and contributing most efficiently to the improvement of high-school education are the schools in which educational administration has assumed responsibility for providing the features essential to a good program of personnel work:

1. The services of a specially trained, qualified leader.
2. A sufficient number of selected, capable, willing, and interested workers.
3. Sufficient time for adequate performance of all phases of the work.
4. A plan of organization that makes possible the fixing of administrative responsibility and the co-ordination of the efforts of all personnel workers."<sup>8</sup>

In light of these factors, the following functions of the pupil-personnel program are offered as the responsibility of the administrator:

1. Administrative—

- A. Make adequate provision in the budget for carrying on the pupil-personnel program.
- B. Establish and maintain a cumulative record system. See to it that it is kept cumulative and that it is used in the counseling process.

2. Organizational—

- A. Recognize the need and importance of a comprehensive pupil-personnel program and give it his unqualified personal support.
- B. Make his staff cognizant of the value, functions, and problems of pupil-personnel services. The work of the pupil-personnel program cannot be carried on in any school, no matter how well provided with specialists on the staff, unless the entire faculty understands and sympathizes with the objectives of the program and, in fact, participates in many of the activities required. There must be an acceptance of the administrator and the staff of pupil-personnel principles and active participation in the program by *all*.
- C. Work out and co-ordinate the pupil-personnel program co-operatively with members of the staff.
- D. Provide for a pupil-personnel committee.
- E. Co-ordinate all available co-curricular resources to aid in the program.
- F. Co-ordinate and use all available community resources to aid in the program.

<sup>8</sup>Warters. pp. 231-232.

G. Give desirable publicity to improve school, home, and community relationships.

3. Inventorying of pupil-personnel needs—

Take stock of existing activities and services which can be considered as serving the pupil-personnel program. From here the way leads logically to doing better the desirable things already being done, and working them into a definite program. As the program demonstrates its usefulness and as the faculty adds to its skill in the use of pupil-personnel tools, additional services may then be added.

4. Personnel needs—

A. Select best qualified workers as counselors. It is recognized that the success of a program depends in large measure on the selection of individuals with suitable personality traits, and proper backgrounds with respect to previous training and experience. It is a definite responsibility of the administrator to recommend for training those staff members who, through their experiences and activities in the school system, have proved themselves to be suited to counseling work.

B. Offer special inducements and recognition to counselors in the pupil-personnel program where special services and training are required.

5. Scheduling—

A. Arrange the school schedule so that EVERY pupil may have an opportunity for counseling services.

B. See that ample time is allowed the counselor.

C. Recognize that the time allotted counselors is not "free period" time to be encroached upon by having them sit in or take over classes of teachers who are absent from class because of illness, class play coaching, graduation processional assignments, or other duties.

6. Equipment, supplies, and quarters—

Provide suitable quarters and facilities for the counseling service. Counseling is on an individual basis and quarters should be provided to meet this individual need.

7. Program planning—

A. Evaluate and revise the curricula in an endeavor to meet pupil needs. It is the responsibility of the school to evaluate and modify its program of offerings in the light of what happens to all who have enrolled—whether they be graduates or drop-outs.

B. Offer a broad program of co-curricular activities to aid in all-around pupil development.

8. In-service training for staff members—

Plan, promote, and assist in the in-service training of the faculty, both

on-the-job and during summer sessions. In any pupil-personnel program in-service training is essential to the effective development and progress of that program. An in-service training program is the surest means of bringing about desired co-operation in and understanding of the program. Such training is essential, also, to improve the abilities of those who carry specific responsibilities and to give new understandings and increased skills in the techniques of the pupil-personnel services to all members of the faculty and staff.

9. Evaluation of the program—

Provide for continuous evaluation of the pupil-personnel program. Only through continuous evaluation may one ascertain where he has been, what has been effective, and what plans should be made in developing an expanded program of services.

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**SAVE OUR NATURAL RESOURCES—LIFEBLOOD OF OUR NATION—**Our natural resources have dwindled alarmingly. To protect and preserve what remains of our God-given riches is one of the grave problems America faces today. Experts warn that the war's terrific toll has placed us in danger of becoming a *have-not* nation with respect to many of our vital mineral reserves. Erosion, our soil's deadliest enemy, is at work on nearly 83 per cent of the high-grade farmland that is left in this country. Fire, insects, and disease ravage our forests, destroying an estimated 2 billion cubic feet of timber each year. Water pollution is fouling our streams, killing fish by the millions, ruining valuable recreation facilities. Our treasured wildlife faces its greatest crisis in history, due to the tremendously increased army of postwar anglers and hunters. Raymond J. Brown, Editor of *Outdoor Life*.

**EDUCATION IN SCIENCE AND MATHEMATICS—**"To maintain American leadership in scientific research and discovery is the present concern of those responsible for the national defense," says the U.S. Office of Education. One feature now in effect is provision by the Federal government for scholarships and graduate fellowships for young people of scientific talent. But improved high-school instruction in the natural sciences and mathematics is necessary if the high schools are to provide the reservoir of talented science students for advanced training in colleges and universities. Machinery for achieving these objectives of science education already exists in some high schools. Many schools are not sufficiently well equipped to reach a high degree of effectiveness in their teaching of natural science. Especially difficult at the present time is the securing of talented teacher personnel and supervisory staffs necessary to achieve improved results. "By the expenditure of relatively small amounts of Federal funds, much might be done to stimulate the improvement of science and mathematics instruction in the high schools of the nation," says Dr. Studebaker.

## The Role of the School-Board Members in a Pupil-Personnel Program

FRANKLIN R. ZERAN and  
GALEN JONES

**A** FARMER told an inexperienced farm hand to grease his wagon, and then went on to do some other chores. After a time the farm hand reported that he had greased the entire wagon with the exception of the small sticks that the wheels run on, but that if he could have gotten the wheels off he would have greased the little sticks too. This illustrates what happens so many times in discussing responsibilities in a pupil-personnel program. Too often the school-board members, who may be likened to the little sticks that the wheels run on, are not taken into consideration even though they are strategic members of the total personnel necessary to a functioning pupil-personnel program.

The pupil-personnel program should operate for all pupils from the elementary through the secondary level in the school. It does not apply only to the so-called maladjusted individuals. It deals with vocational adjustment as well as with mental and physical health, social development, and educational progress. It recognizes that all individuals in the school have certain interests, attitudes, aptitudes, abilities, limitations, and opportunities. It strives to assist the individual to become adjusted by the time he reaches adulthood in so far as he is emotionally, socially, and occupationally concerned. The school, through those services known as pupil-personnel services, can assist the individual in making these adjustments. The major functions and services of a pupil-personnel program<sup>1</sup> would include:

1. *The individual inventory.* This is a cumulative process. It should be so developed that at any time it is so desired it will be possible to

<sup>1</sup>A suggested recording record: *Cumulative Personnel Record*. National Association of Secondary-School Principals, Washington 6, D. C., 1946.

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strike "a trial balance" of the individual's assets and limitations. As such, it will include information such as:

- a. *The home.* Information about the home would include marital status of parents, the occupation of the parents, their educational background; number of brothers and sisters, ages, whether at home, their educational background, and occupations.
  - b. *School marks.* While these are relatively subjective measures, nonetheless over a period of time specific patterns or indices can be developed as to strengths and weaknesses.
  - c. *Scholastic aptitude test results.*
  - d. *Achievement test results.*
  - e. *Other special aptitude tests,* such as bookkeeping, shorthand, music, and art.
  - f. *Work experiences.* Information should be gathered as to the types of jobs the individual has worked at, and should include notations as to the interest of the individual in the job.
  - g. *Hobbies and other interests.* These interests might include clubs, both in school and out of school; organizations such as Scouts, musical groups, and acrobatic groups; fishing; experimenting with chemicals.
  - h. *Health record.*
  - i. *Further plans for additional training or education.*
  - j. *Anecdotal records prepared by the individual's teachers.*
  - k. *Records of home visits.*
  - l. *Records of interviews.*
  - m. *Case reports.*
2. *Informational services.* All individuals should be provided with information as to next steps within the school, with information as to further training and about occupations. Much of this will come about through the use of materials in classroom and through individual counseling. An occupational survey of the local labor-market area should be made and kept up to date in order to inform the individual pupils as to the types of jobs available within the community, the pay which they may expect to receive, opportunities for promotion, and the need for additional training. It is only through such information that a realistic picture of the work-a-day community may be obtained.
  3. *Counseling services.* While all teachers will do some counseling, it will soon be found that some are better fitted to do this than other members of the school staff. Counseling services should be made available to all individuals rather than only to those who are referred to as "problem cases." Counseling does not consist of telling an individual what to do but rather enabling the individual to recognize his prob-

lems and to solve them in light of information about himself and his objective.

4. *Placement services.* These services must be interpreted as meaning satisfactory adjustment of the individual to the next situation, whether it is in school or taking a job. This satisfactory adjustment should be made in light of information gathered over the years and recorded in the individual's cumulative record folder.
5. *Follow-up of the school-leaver.* The school should be as interested in determining what happens to its drop-outs<sup>2</sup> as to its graduates. Information gathered would reveal the number of pupils entering and pursuing higher education, the occupational distributions of those who have entered employment, the number employed, the approximate beginning salaries of workers, the types of training pursued, the type and amount of supplementary training needed to hold or progress in the present position, or training needed to secure a job. It is only through a continuous follow-up survey that a school is able to modify its curriculum in the light of the demands of the consuming community. Pupil-personnel services do not stop when an individual leaves the school but should be made available to him whenever there is need on his part for assistance.
6. *Specialized services,* such as those provided by the school nurse, school physician, visiting teacher, counselor, psychologist, remedial reading specialist, corrective speech specialist, and the sight-saving specialist. At the elementary level the services of the specialist in speech correction, remedial reading, school nurse, school physician, psychologist, and other similar specialists should be made available to assist the teacher in identifying, diagnosing, and prescribing remedial treatment. The individual inventory should begin in the elementary school and be carried on throughout the school until such time as the individual is no longer connected with the school system. There will be need for satisfactory adjustment of the individual from grade to grade and, therefore, the individual inventory will be an essential tool. On certain occasions there will be need for specific types of informational services, such as when an individual leaves the sixth grade to enter junior high school. At such times the information may be presented to the group or to individuals, depending upon the requests. Over-age and under-achieving individuals should be identified and then watched carefully, since these individuals constitute a drop-out problem.

It can be seen that pupil-personnel services at the secondary level depend upon the type of services rendered and the quality of information obtained

<sup>2</sup>See "The School Follows Through," *The Bulletin*, No. 101, Nov. 1941, Washington, D. C.: The National Association of Secondary-School Principals. Also the four follow-up forms developed as a part of this study.



about each individual during the elementary period. For example, it is impossible to do the best job of counseling without adequate records relative to the individual's achievements during the elementary grades. Various types of adjustment problems which arise may also depend for solution upon information obtained and accumulated during the formative years of an individual's schooling. At the secondary level the pupil becomes more in need of assistance in the making of an occupational choice. These choices to be realistic must be based not only upon an individual's interest but also upon his abilities and aptitudes.

The pupil-personnel program should do the following six things for the individual:<sup>3</sup>

1. Help him to discover and analyze his own abilities, aptitudes, interests, progress, and needs.
2. Aid him in developing plans and setting personal goals consistent with his abilities, aptitudes, interests, and needs.
3. Enable him to find suitable placement for learning or training, and to receive aid appropriate to his abilities, aptitudes, interests, needs, and plans.
4. Provide the necessary kind of handling as he acquires the skills and attitudes which he must employ in making satisfactory adjustment, socially and emotionally.
5. Help him to find suitable job placement, transition, and follow-up in his adjustment to out-of-school living.
6. Provide continuous, competent, and sufficiently personalized handling in school to permit individualized counseling as a continuous process rather than an event.

A pupil-personnel program based solely upon the hiring of specialists will fail unless all members of the school staff, including the administrator, understand the program and co-operate actively. There is no opportunity for the program to succeed if either the specialists or the school staff look upon it as did the young lady applying for a housemaid's job. She was thoroughly satisfied with the answers given as to pay, the afternoons and evenings off, uniforms, and similar working conditions. The lady of the house was quite elated and certain that she had the housemaid as her own, when the young lady said, "By the way, do you 'Birdseye' or do I peel?" In a pupil-personnel program there is need for all to "peel" and no place for anyone to "Birdseye."

The school-board members have specific responsibilities, as do also the members of the administrative staff and the teaching force. Among these responsibilities are the following:

<sup>3</sup>Adapted from: "Minneapolis Evaluates Its Guidance Service." *The Bulletin National Association of Secondary-School Principals*, Vol. 30, No. 135, January 1946, p. 13. Washington 6, D. C.

1. Discover the attitude and philosophy of the superintendent and principals relative to a pupil-personnel program.
2. Ascertain what is being done in the elementary and secondary schools in regard to the individual inventory, informational services, counseling, placement, follow-up, and services by other specialists.
3. Determine whether these pupil-personnel services are organized. If not, encourage the organization of these services into a functional program.
4. Provide funds for necessary equipment, supplies, and at least one private room for interviewing.
5. Employ specialists wherever feasible.
6. Select those teachers when employing replacements who are pupil-personnel minded and also with a view to supplementing the skills of other staff members.
7. Encourage the in-service training of teachers in the development and furtherance of skills in pupil-personnel services. This can be done on-the-job through having professional faculty meetings, professional faculty dinners, or through short institutes or workshops. Another way would be to assist and encourage promising teachers to attend summer school, where they may take such work as will increase or supplement the skills which they already have and which are needed by the school system in the furtherance of a total pupil-personnel program.

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## A Conservative but Useful Testing Program

CHARLOTTE A. HEUSS

**T**ESTING can very often be an expensive and time-consuming proposition for a school unless the test results are put to proper use. Too often the test results are carefully filed and forgotten, or are aimlessly placed in the hands of faculty members who do not understand how to interpret them and, as a result, misuse the scores to catalog or condemn pupils. With these thoughts in mind, a testing program was planned for the Dobbs Ferry Public Schools, keeping in mind the above facts as well as the thought that the results obtained should justify the not-too-expansive program planned.

The following types of tests were selected: Intelligence tests, Reading tests, Achievement tests, Aptitude tests, and an Interest Inventory. Placing these tests at the appropriate levels and where they would be the most helpful to pupils and teachers presented a real problem. The next serious hurdle was to decide who would administer, score, and record the results of the tests. Some teachers were anxious to co-operate, being quick to see the benefits to their own classroom situations, while others felt it an added burden. In our effort to work out a satisfactory plan of sharing the extra work involved, somewhat of a compromise was reached between the classroom teachers and the Director of Guidance who was responsible for the entire program. It was gratifying to note that as time went on, most of the teachers became willing to share their part of the responsibility.

Because many things besides "gray matter" enter into the results obtained from intelligence tests, it was decided to make an effort to give at least five intelligence tests to a child during his school career—elementary and high school. A child may come to school physically or mentally upset on the day the intelligence test is given. Mary, perhaps, wanted to wear a blue dress and Mother insisted on a red one; or just before entering school, Jimmy was

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teased unmercifully by his classmates because he had to wear a tie. Another child was up at dawn to do a family errand. All these things—emotions, health, general attitudes, environmental circumstances, inability to follow directions in group testing, inability to concentrate, besides actual intellectual ability—enter into the results obtained from intelligence tests. For these reasons pupils are tested on several occasions. An average of these test results would then give a fairer indication of a child's actual mental capacity.

#### ELEMENTARY SCHOOL TESTING PROGRAM

Group intelligence tests are given from the first through the sixth grades every two years while achievement tests are given twice a year in grades three, four, five, and six. The intelligence tests are administered, scored, and results recorded on the permanent record cards by the classroom teachers. The tests are given all at the same time throughout the school. The best time seemed to be during the week of mid-term examinations in January, usually early in the week before the other tests are given. A time is selected to the convenience of the teachers and when the scoring of the tests would be the least burden to them. It is a debatable question whether to use a different form of the same test, or an entirely different test every two years. The latter was chosen.

Achievement tests are administered early in September and late in May of each school year. These tests are administered, scored, and recorded on the permanent record cards by the classroom teacher. A summary sheet showing the results of the two sets of tests with corresponding I.Q.'s is prepared for the Director of Guidance who supervises and assists in administering these tests. Class analysis sheets are not required but teachers are advised to analyze carefully the results for their particular class, whether in the form of a class analysis sheet suggested, or a form planned for her own use. The profile sheet of each test is placed in a child's permanent folder which is in the hands of his teacher and is passed along to the next teacher when the child is promoted. In this way a teacher has a complete record and analysis of a child's subject difficulties from third grade on. The Dobbs Ferry Schools uses the Stanford Achievement tests and prepares a permanent record card in the elementary school to correspond with the Stanford Achievement test results in such a way that transferring the results is relatively simple. The permanent record cards are kept on file in the central office.

The purpose of giving these tests is two-fold: administrative and diagnostic. Teachers are informed that the main emphasis is on the latter. Teachers are to use these test results to analyze the class and to organize instruction accordingly. Each teacher should be interested in the progress a child has

made the preceding year. A careful check with a current I.Q. is also necessary. Is the child working to capacity, above capacity, or loafing? What are the apparent weaknesses of a class as a whole? From an administrative point of view very little emphasis is made. Teachers are not to feel that these tests are used as a yardstick by which they themselves are judged, hired, or fired. True, a class should show progress but the amount of progress depends on the general intellectual abilities of the group. In cases where a particular teacher's groups show a continuous deficiency in a specific subject, the teacher is asked in conference. In such instances a teacher should be grateful that her weakness is pointed out before it affects a large number of pupils. The results of these tests have also proven a great help in talking to complaining parents. The tests are simple in construction, easy to explain, and the results are convincing. The results of these tests are not for homogeneous grade groupings, skipping of grades, or for promotion. Homogeneous grouping within a class is encouraged, using an analysis of the achievement test results as a basis. This is particularly stressed in reading groups within a class. It is felt that the administration of these tests in the elementary school has proved worth while from a financial, time-consuming, and constructive teaching viewpoint.

#### HIGH SCHOOL TESTING PROGRAM

1. Group intelligence tests are given to all pupils from seventh through twelfth grades.
2. Reading tests are given to the ninth-year and eleventh-year pupils.
3. Iowa Basic Skills Tests are given to the seventh grade.
4. Personality tests are given to all ninth-grade pupils through the social studies classes to introduce a unit on occupations.
5. Kuder Preference Inventory is given to all seniors.
6. Aptitude tests are given at the request of teachers and pupils.

Group intelligence tests are administered to all pupils in the junior-senior high school the first day of the new term after the mid-year examinations. It was found that a half day proved sufficient time to administer and score the tests. The pupils attend regular classes in the morning. In the afternoon they remain in their home rooms. The tests are distributed to the home-room teachers at this time. Final directions and a starting signal are given by the Guidance Counselor over the public address system. The signal to stop is also given the same way. In this way, all pupils are doing the same thing at the same time. When the tests are finished, all pupils except those in the ninth and eleventh years are dismissed for the day. These pupils remain for reading tests. At this time those home-room teachers who administered the intelligence tests go to the library to score the tests and prepare alphabetical lists for the

guidance department. The Director of Guidance also goes to the library to answer questions and help with the scoring of the tests.

Group reading tests are given to the ninth- and eleventh-year pupils who remain in their home rooms after completing the intelligence tests. The special teachers, such as music and art instructors, physical education instructors, and others who do not have home rooms, are assigned to administer the reading tests. Again, general instructions are given over the public address system. These special teachers, with the help of the other teachers who have completed the scoring of the intelligence tests, score the reading tests and prepare alphabetical lists. It depends on the length of time to administer the reading tests, but usually the scoring is completed that same afternoon. Every effort is made to select reading tests which are not too lengthy.

In both the elementary and the high school, wherever teachers are responsible for administering tests, complete samples with directions for administering and scoring are placed in the hands of the teachers forty-eight hours ahead of time. In the elementary school, the teachers are responsible for testing absentees. In the high school, the Guidance Counselor does this.

For the high school, the Counselor records all the test results on the permanent record cards and also prepares an analysis of the reading situation in the ninth and eleventh years. This is accomplished by listing alphabetically the two groups with grade equivalents in reading and I.Q.'s. A reading disability is considered when a pupil is retarded more than a year below his grade in reading. A further breakdown is made of disabilities with I.Q.'s above and below 90. A few individual cases are cited. The summary, which includes recommendations and suggestions, is placed for review in the hands of all teachers. On the basis of this, the classroom teacher reconstructs her lesson plans and reading lists. The librarian uses this summary as a basis for selection of new books and to help individual pupils in the choice of reading matter.

The Iowa Basic Skills Tests were selected to be given to all seventh-grade pupils shortly after they enter the junior high school. The tests are administered, scored, and summary sheets prepared by the seventh-grade home-room teachers. In this school the seventh-grade home-room teachers are also the seventh-grade classroom teachers. The profile sheets of the tests are placed in a child's permanent folder which remains with the home-room teachers until he reaches the ninth grade, whence the material is transferred to a central file in the guidance office. The summary sheets go to the Director of Guidance to be further analyzed. I.Q.'s are placed on these summary sheets and all sections of the tests indicating a grade retardation are blocked off in

red pencil, thus giving a clear picture of the weak spots in each grouping. These summary sheets are then returned to the seventh-grade teachers for study. The next year these same summary sheets are given to the eighth-grade teachers for study. In this way the weaknesses in skills occurring early in the junior high school are spotted and corrections made as a child progresses at the junior-high level. These tests are not used in any way for administrative purposes and so far have been given only once to the seventh grade. The main object is to diagnose weaknesses at the beginning of the junior high-school level. The test results are as useful as each teacher wishes to make them. Teachers are encouraged to use the test results as a basis for their teaching plans. There is no check made on the teacher as it is felt that forcing a teacher to use these test results would be of little value to pupil or school.

Personality tests are administered and scored by the ninth-grade social studies teacher. The tests are used to introduce a unit on "Occupations." The results are used in classroom discussion on personality development, character building, discussion of characteristics necessary for certain occupations, and for individual pupil-teacher and pupil-counselor conferences.

The Kuder Preference Inventories are given by the Director of Guidance to all seniors early in the school year. The pupils score their own tests and work out their own profile sheets. The test is carefully explained to the pupils beforehand. The fact that this is an interest inventory and not an aptitude test should be made very clear. The interest inventory is followed by individual conferences between pupil and counselor. The use of the interest inventory in this school precedes the launching of a term occupational study completed by the seniors through the English department. The results of the interest inventory very often influence the choice of a topic for the occupational study. The seniors are also asked to write a one-page evaluation based on their opinion of interest inventory—whether or not it has been of any help to them. The evaluations are interesting and to date have expressed a strong desire to see that their use is continued.

Aptitude tests are given to as many pupils as possible throughout the school year and are used more frequently in the commercial department than elsewhere because there are quite a few good aptitude tests in shorthand and typing on the market, and since some indication of commercial ability is necessary before advising a pupil to pursue this course. Other aptitude tests are administered on an individual basis when requests are made for such. The Guidance Counselor personally administers all aptitude tests and is responsible for scoring and interpretation. Only such aptitude tests as are immediately useful are administered. There is no question that more aptitude

testing would be of value and whenever possible extra time is given to this phase of our testing program.

From time to time Study Habit Inventories and tests of practical judgment and social adjustment have been given. So far the results have not proved of any great significance; therefore, they are not administered with any degree of regularity.

In working out our testing program, we planned to use certain tests at regular intervals—intelligence tests, reading tests, and achievement tests—those tests which are of the most practical and immediate value to our school program. The remainder of the testing is left to the judgment of the Director of Guidance. This is considered a conservative testing program, yet it meets the needs of the smaller high schools which have only one counselor, without overburdening the teaching staff.

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ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—The 114th meeting of the AAAS will be held in Chicago from December 26 to 31, 1947. Some of the sections of the AAAS and Societies in related areas will hold meetings in the Palmer House, Congress Hotel, Sherman Hotel, Stevens Hotel, and on the campus of the University of Chicago. In order to save time while at Chicago, conventioners may avail themselves of the opportunity to register in advance of the meeting and obtain a copy of the General Program during the first week in December by mailing the registration fee to the American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington 5, D.C. The General Program contains the programs of all the Societies meeting with the Association, including the date, hour, and place of each session. Those who register in advance will receive the General Program in time to study its contents and decide at leisure which of the meetings and special functions they may wish to attend. Moreover, they will save themselves the inconvenience of registering at the convention and their names will be included in the advance registration list which will be available for directory purposes at the registration desks located in the various hotels. The registration fee is \$2.00 for members of the AAAS and non-member students, and \$3.00 for nonmembers. Many societies require registration with the AAAS for admission to their sessions.

Reservations may be made in any of the following hotels: Bismarck Hotel (Randolph St. at LaSalle); Blackstone Hotel (Michigan Blvd. at 7th St.); Congress Hotel (Michigan Blvd. at Congress); LaSalle Hotel (LaSalle St. and W. Madison); Morrison Hotel (Madison and Clark Sts.); Palmer House (State St. at Monroe St.); Sherman Hotel (Randolph St. at Clark); and Stevens Hotel (Michigan Blvd. at 8th St.) through the *AAAS Reservation Center, Chicago Convention Bureau, 33 North LaSalle Street, Chicago 2, Illinois.*



## District Student Council Conferences in Wisconsin

G. M. VAN POOL

**F**OR thirteen years, the Wisconsin High School Student Council Association has sponsored an annual Convention in the fall of the year to permit the interchange of ideas and suggestions, to give student-council officers a chance to participate in an open discussion of their common problems, and to share in the rich experiences of outstanding leaders. The sessions have been so stimulating and so challenging that the number of delegates has increased year by year until, in the fall of 1946, there were 101 schools and 450 delegates registered at the Convention.

Unfortunately, the growth of the Association Convention has made it necessary to limit each school to four delegates and an adviser. This was done because there are few schools in Wisconsin with adequate room, proper eating facilities, and housing accommodations to permit them to be hosts to a state Convention, if all who care to are allowed to attend.

### A NEW PLAN IS SUGGESTED

Knowing these facts, the Executive Secretary of the Association held a conference with some of the state student-council advisers to outline a plan by which more officers could attend a convention and yet not unduly tax the facilities of any school. This plan called for the organizing of a number of district, one-day conferences to be held on convenient Saturdays in the spring of the year, which any council officer could attend if he cared to.

There would be no limit on the number of delegates; no housing problem as the delegates would be on their way home by early evening; no big banquet to arrange, but a simple noon luncheon which could be prepared easily by students in the school lunchroom; and so conveniently located that no school

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would be very far from the meeting place. The plan looked good to the advisers and to the delegate assembly so the Executive Secretary was intructed to proceed with his plans and to make the necessary arrangements for this new type of meeting.

It would have been a good idea to divide the state into actual geographical districts and then make an attempt to secure a conference city in each district. But, as this was an experiment, and there was no way to determine whether or not there would be a good response, letters were sent to likely schools in rather widely scattered areas of the state and to student-council advisers known to be enthusiastic and active. The letters told of the new experiment and asked the schools to volunteer to act as hosts.

The response was immediate and gratifying! Many advisers welcomed the opportunity to give their councils an opportunity to perform a real service and soon there were six schools that had agreed to accept the responsibility of a one-day conference. These schools were Janesville, La Crosse Central, New Richmond, Rhinelander, Menasha, and Rufus King in Milwaukee. This was an excellent geographical distribution, with each section of the state except the far northwest being represented.

#### THE EXECUTIVE COMMITTEE MAKES INITIAL PLANS

A meeting of the state Executive Committee was called in Milwaukee to make definite plans. This committee is composed of five student officers elected at the annual Convention by the student delegates, and three faculty advisers elected by the state advisers at the Convention.

The committee chose as the theme of the conferences: *The Student Council, a Foundation for Citizenship*. It also decided on the topics to be discussed at the section meetings. They were:

1. *How to organize and finance a student council*

This section was devoted, primarily, to schools that had no council but which were interested in organizing one.

2. *The aims and objectives of the student council*

This was a critical evaluation of the primary purposes of councils and an attempt to crystallize the thinking of the officers on their proper functions.

3. *Training leaders for effective citizenship through the student council*

This section was devoted to an appraisal of the methods and means used to make council officers leaders in the life of the community through effective citizenship.

4. *Problems of the student council in the large high school (Over 500)*

5. *Problems of the student council in the small high school (Under 500)*

The Executive Committee also decided that:

1. There should be no limit on the number of delegates permitted to attend.
2. There should be a charge of \$1 per school to help finance the conference.
3. The Executive Secretary should send out the initial publicity letter to the 500 high schools of the state.
4. Each member of the committee should attend one of the conferences and offer to help, but the actual work or organizing and directing the conferences should be left to the host council.
5. The State Association would pay any legitimate deficit incurred by a host school, but that any profit should be returned to the state treasury.

#### ORGANIZING THE ACTUAL CONVENTION

The Executive Secretary drew up and mailed out the form letter, informing all state high schools of the meetings and advising them where to send for more details and information. He also wrote a conference handbook for the use of the host councils. This included information and suggestions on local publicity, printing and mimeographing, registration and finance, signs and badges, programs, section meetings, speakers and discussion leaders, noon luncheon and entertainment, secretaries for all meetings, pictures, and even checkroom and janitor service.

The host councils accepted their responsibilities and arranged their meetings efficiently. A typical program, as worked out by these officers, with but an occasional word of advice from the adviser is shown here:

#### MORNING

- |             |  |
|-------------|--|
| 8:00-10:00  | Registration                                   |
| 10:00-11:30 | General session                                |
|             | Music by a high-school group                   |
|             | Welcome by Mayor and Superintendent of Schools |
|             | Music and pledge of allegiance to the flag     |
|             | Conference speaker                             |
|             | General announcements                          |
| 11:30-12:50 | Noon luncheon with entertainment               |

#### AFTERNOON

- |            |                     |
|------------|---------------------|
| 1:00- 3:30 | Section meetings    |
| 3:30- 4:00 | Business meeting    |
| 4:00- 5:00 | Reception and dance |
| 4:00- 5:00 | Advisers' meeting   |
| 5:00       | Convention adjourns |

#### DELEGATES VOTE TO CONTINUE THIS TYPE OF CONFERENCE

At each conference, the delegates voted unanimously to continue holding meetings of this type in the future. At three meetings, the delegates were so enthusiastic that they invited the group to come to their schools the following

year. The invitations were accepted and so, even before the conferences ended, there were plans made for the meetings in the spring of 1948.

Student council officers and advisers to the number of 705 attended the six spring conferences. In the first year of the experiment, almost twice as many people attended these conferences as had been present at the State Convention. Many of those attending the spring, one-day conference had never attended any such meeting before, so it is reasonable to suppose that there were about 1,000 student-council officers who had a conference experience this year.

It seems certain that after this type of meeting is better known and some changes and improvements have been made, the attendance figures will rise. There are many benefits already apparent and the continued success of the spring, one-day student-council conference seems assured.

According to reports and comments from delegates and advisers, their success was due, at least in part, to the following factors:

1. They gave the host councils an excellent opportunity to accept responsibility and, on their own initiative, to plan an important meeting. Other councils now want to try it themselves.
2. There was no housing problem to worry about.
3. Many new council members had their first experience of attending a conference.
4. Many schools which had never previously sent delegates to any meeting of this type were impressed and decided to participate in the future.
5. The prestige of council officers was raised in their respective schools. In many instances, the athletic teams had been the only students ever to attend any out-of-town meetings or contests!
6. The enthusiasm of delegates from schools which had councils was communicated to delegates from schools in which there was no council. Many were convinced that their schools should also have such an organization.
7. The delegates themselves, by their excellent behavior, their serious devotion to business, and their enthusiastic participation in meetings, provided excellent publicity for the entire student-council movement.
8. Council officers who had held office since the previous fall had an opportunity to look back upon their work, and, in the light of others' experiences, evaluate their own work.

Although this was a first attempt, an experiment, it seems that Wisconsin student councils are convinced of the real worth of the spring, one-day conference and that these meetings will be sponsored for some time to come. Wisconsin recommends them to any other state faced with similar problems.

## Elementary and Secondary Pupil Protection Against Injuries

P. F. NEVERMAN

**T**HE real purpose of education is to build good citizens. In order to attain more fully this objective, greater stress must be given to health and physical fitness programs. Effective health programs will provide hazards against which the home and parent should have some protection. The Wisconsin Benefit Program was conceived in this spirit and from its modest beginning in 1930 until the present day has been developed with this thought in mind.

Athletic injuries received considerable attention in the period from 1924-28. This was due to Press emphasis upon fatalities. Participation, especially in football, showed substantially more taking part with a natural increase in serious injuries. Court rulings in several states, making the payment of expenses in connection with injuries sustained in athletics out of public funds illegal, further emphasized the situation. The Wisconsin Interscholastic Athletic Association (W.I.A.A.) had accumulated a surplus of \$15,000 and decided to use this sum to secure information on the injury situation in the state.

An appeal was first made to several insurance companies asking for their figures on athletic injuries. These companies, which had in the past studied everything from weather to the ratio of males to females born in a certain area, had no information on athletic injuries. On the basis of this lack of information, the W.I.A.A. undertook the first recorded study of athletic injuries. The two-year (1928-30) study covered 466 schools and the results proved to be a real shock. The study revealed the fact that 92 boys out of every 1000 out for football were injured during the season. Thirty-five per cent of all injured suffered broken bones, while other serious injuries such as concussions, twisted knees, dislocations, and ruptured kidneys were numerous. Broken teeth were not included in this study and therefore did not make up any part of the 92 per 1000 injured in football. Other sports also showed an unusually high injury

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ratio, although football produced substantially more than the other sports combined.

#### FACTS LEARNED FROM A STUDY OF INJURIES FROM ATHLETICS

The study results indicated an injury pattern with the result that the returns were tabulated with the definite thought in mind to discover, if possible, the causes of injury and to use the information obtained in a definite program to make competition safer. The safety feature of the Benefit Program has produced remarkable results and can easily be classed as being of more real value to competitors than the money actually paid in benefits. To illustrate, just a few of the facts learned and the remedies applied are here listed:

1. Early season, football injuries were substantially above the season average. Lack of preliminary training was found to be the cause. Average requirements now call for at least 16 days of practice before the first game. Injuries have been substantially reduced.
2. Injuries during the first two minutes of the second half were both severe and numerous. A study showed that there was no warming-up period at the beginning of the second half. The boys were "stimulated" mentally and cooled off physically. Tenseness and determination resulted in severe injuries. A three-minute warming-up period is now required before the opening of the second half. The injury curve has leveled off.
3. Many severe side-line injuries were indicated. A five-yard safety zone around the actual field of play has practically eliminated this cause for injury.
4. High-school and grade boys were playing with the same size basketball used by the adults and colleges. Broken fingers were numerous. The size of the ball was reduced with the result that broken fingers were cut 90 per cent. The smaller ball is now used by all groups.
5. High-school boys were using the 3 foot 6 inch college high hurdle. A number of boys were injured, some quite seriously. The high hurdles were reduced in height for high-school use with the result that more boys take part and injuries are cut very positively.

The foregoing are only a few of the many facts determined which have been utilized in the making of the Rules of Play. One factor on which but little could be done the last few years was on the matter of equipment. Equipment, especially that for football, must be studied on the basis of the information available. To date most equipment is apparently designed to aid the offense rather than to protect the wearer. Equipment must be designed on the basis of protection to the wearer at the points of greatest hazard and with the safety of the opponent in mind. All special equipment designed to permit in-

jured boys to compete must also be outlawed. If athletics are to be conducted for the benefit of the participants, then their safety must be our first consideration.

The study results clearly indicated the desirability, if not the actual necessity, of some form of insurance or benefit to enable those injured to meet medical costs. The courts having held, and consistently so, that public funds could not be used to meet injuries caused through participation in any phase of a program, athletic or otherwise, devoted to education, the actual expense fell upon the parents. If all were to be encouraged to participate, then the parents should at least be relieved of the expense of possible injuries. The first Wisconsin idea was to use state Interscholastic Athletic Association funds to purchase from an established insurance company some coverage for athletic participants. Without exception, the companies contacted replied that they had no information upon which to base rates and that they very much doubted that the field offered an opportunity for profit.

#### AN ACCIDENT BENEFIT PLAN INSTITUTED

The W.I.A.A. contacted several men of standing in the insurance field, as well as the State Commissioner of Insurance. All saw the problem and assisted in creating the Wisconsin Athletic Accident Benefit Plan, which met all existing state regulations for Benefit Associations. The Wisconsin plan began operation on September 1, 1930, on a modest basis. It made provision for covering all boys eligible for interscholastic competition, who passed a satisfactory physical examination by a physician and whose parents, by signature, agreed to participation in the sport for which protection was asked.

The plan set up very definite regulations relative to the reporting of injuries within five days and the completion of the request for benefit by the boy and principal within 60 days. A schedule limiting benefits to breaks provable by radiograph was adopted. No fee of any kind was requested for this coverage for the first two years. The securing of complete and accurate information including the reasons for injuries was the main objective. The cost was borne by the State Athletic Association out of its general fund.

#### THE BENEFIT PLAN

The W.I.A.A. plan has developed during the years until for 1946-47 it provided protection for all public school children from kindergarten through high school. In addition, provision is made to cover all children of school age for supervised play during the summer months. A brief statement of the different steps in this complete program might prove of interest to those contemplating the development of an insurance plan.



Dental benefits were included in the plan for 1932-33. A registration fee of five cents for participating students was asked for 1932-33. This fee was increased to 25 cents for 1933-34. For 1935-36 an all-sports fee of 50 cents was set with a 25-cent fee for all sports except football. For 1939-40 the fee was raised to 75 cents for all sports and 25 cents for all except football. Transportation coverage for all school-scheduled trips was provided at 10 cents a year. A hospital benefit for \$75 was added at a cost of 25 cents a year.

With the beginning of the 1940-41 year, a so-called double-benefit schedule was approved. The regular schedule was known as "A" while the second was designated as "B". The double schedule was inaugurated in order better to meet local situations. It is still in effect although materially extended.

The double schedule was approved because medical costs varied, as did athletic programs. For the last five years, the W.I.A.A. has set up a special rate for schools that for a period of three years received in actual benefits 75 per cent or less of the amount paid in fees for registration. All such schools are given the two dollar (all-sports) schedule for one dollar, or an actual reduction of 50 per cent from the regular registration.

During the last seven or eight years a number of schoolmen suggested that the plan be extended to provide coverage for all children in the public schools during the time they are under the authority or control of the school. This question was studied and it was found that from two to two and one half per cent of all students were injured in other than athletic activity. With the beginning of the 1945-46 school year, the W.I.A.A. initiated a Pupil Coverage Plan. An experimental rate of ten cents for each pupil was set but coverage had to be by school or a group basis. A total of 64,924 were covered the first year and \$6492.40 collected in fees. Total benefit payments were \$7092.73. The plan was continued for the 1946-47 school year. That it is meeting a need or demand is evidenced by the fact that for the year 1946-47 a total of 116,232 pupils were enrolled and 2483 injuries were reported, or an injury rate of 1.87 per cent. During the year 1946-47 a total of \$18,195.10 was paid in benefits against \$12,635.90 collected as fees. On the basis of the two years of experience, the rate per pupil for 1947-48 has been set at 15 cents. It might be of interest to know that 1216 injuries were reported for the 64,924 enrolled during 1945-46 or 1.85 per cent. This definitely indicates a problem and an opportunity for constructive work. An approximate distribution of injuries for the first two years follows:

Playgrounds	42%	Shops	9%
Stairs	10%	Lavatories	4%
Classrooms	9%	Other rooms, including lunch	12%
Corridors	11%	Miscellaneous	3%



Unusual accidents occur. In one graded school a large globe fastened to the ceiling broke loose and hit a fourth-grade pupil on the head. Lacerations and a slight concussion was the result. In another graded school the teacher asked one of the boys to remove a dog from the schoolroom. The boy was badly bitten. Tetanus developed and medical attention was necessary. A girl holding an activity ticket to a student section fell from the bleacher and broke a leg. In another school several boys with a teacher were excused early to go into a nearby woods to secure material for a victory bon-fire. One boy was badly cut with an ax.

All of the above and many other similar unusual accidents occur yearly in our schools. Pupil Coverage will assist financially and will also help reduce injuries.

Enrollment is by school or school system. Payments are made on the basis of total enrollment for the previous year. Injuries must be reported within twelve days and are accepted as submitted by the head of the school.

For the 1946-47 school year the W.I.A.A. made another real advance on its program of protection for all. The handling of the individual registration cards in triplicate and no coverage until the original card was in the office of the Athletic Association caused considerable work and worry. The simplicity of Pupil Coverage handling for 1945-46 encouraged the inauguration of Group Coverage for athletics. Under this plan the school pays for group (athletic) and Pupil Coverage on the basis of enrollment. A simple registration blank plus a check for the total fees provides the coverage. When an individual is injured, the report goes, within twelve days, to the Association office. In case it is an athletic injury, a copy of the required physical examination must accompany the report of the injury. That Group Athletic Coverage is popular is indicated by the fact that 36,523 were under the plan last year. That the Wisconsin Plan is tuned to the needs, desires, and financial ability of the schools and is well on its way toward the objective of protection for all is shown by the fact that 60,100 had Athletic Coverage last year and 116,232 were under Pupil Coverage.

No Wisconsin school has ever cast a vote against the Benefit Plan. By their own action they have set up a schedule of yearly association membership dues which actually meet the administrative cost of the W.I.A.A., including the Benefit Plan. In spite of payments of well over \$300,000 for benefits and of exceptionally low fees, the W.I.A.A. is financially solvent, having a benefit reserve of well over \$50,000. Wisconsin desires that every boy and every girl be covered at the lowest possible figure. One question might come in at this time; namely, cost of Group Athletic Coverage. Group cost is based on total school

enrollment. The larger the group, the smaller the percentage in active interscholastic sports. While the rate is experimental, incomplete figures indicate there need not be much change when actual costs are determined.

For both Group (athletic) and Pupil Coverage, the per-student cost for the school year for the different enrollment classes is as follows:

School of	100	50c	School of	1200	29c
" "	200	45c	" "	1400	28c
" "	300	40c	" "	1600	27c
" "	400	38c	" "	1800	26c
" "	800	33c	" "	2000	25c
" "	1000	31c			

The above rates cover all hazards on and off the school premises while under the authority of school officials.

The Wisconsin plan has for its objectives coverage for all at the lowest possible cost; a plan which requires a minimum of work on the part of the school administrators, as well as full co-operation between the medical and dental professions. The plan further is dedicated to a reduction in all injuries, athletic and ordinary school, through a study of causes and the application of remedies.

W.I.A.A. benefit schedules do not attempt to set up fees to be paid for certain injuries. Rather does the plan indicate the maximum which can be paid under the set-up. The schedules have been developed by committees of physicians and dentists and represent a fair average return. In fact, the W.I.A.A. schedules compare most favorably with county, state, and Veterans Administration schedules for similar injuries.

In making a comparison of scheduled allowances for different types of injuries it must always be definitely remembered that the school plans call for the care of children while Industrial Commissions and V.A. schedules call for the care of adults. The handling of the average student requires less time and work than does that of an adult.

Wisconsin progress in the promotion and development of a Benefit Plan for all is largely due to the remarkable co-operation and practically 100% participation of member schools. The first year, 1930-31, showed 93 per cent of all schools taking part with 18,120 boys enrolled. During last year 99.5 per cent took part with 60,100 registered. During the seventeen years of operation, a total of 417,770 students have been covered in different sports activities. More than \$300,000 has been paid out in actual benefits. Cost-study figures show that 91 cents out of every dollar spent during the seventeen-year period have been for benefits. The 9 per cent has gone into printing, postage, clerical, medical and dental advisers, and necessary supplies.

When comparing the total number of students participating in Wisconsin with those of California, New York, Michigan, and other states, populations must be taken into consideration. New York and California have between three and four times as many children as does Wisconsin. The percentage of those participating, rather than a total number, would be a better yardstick.

#### A COMPARISON OF OTHER STATES' PLANS

Through the original athletic injury study in Wisconsin and the initiation of the Benefit Plan in 1930, the subject of safety in athletics and the creation of benefit plans have been given national attention. A brief review of the subject is interesting. All of the plans adopted in a number of states since 1930 have closely followed the Wisconsin plan and the twelve insurance companies which have brought out athletic policies since have used the Wisconsin Experience information. No commercial company has been able even to come close to the Wisconsin cost and from this it is evident that the State Athletic Association Plans offer the best possible avenue for the development of effective coverage plans for all students. The idea within the different state associations varies. New York and California both conduct efficient plans but have limited participation. Both attempt to place their plans on an actuarial basis. This makes for a high cost and limited participation. Practically all state associations conducting plans attempt to give the most at the least possible cost. Among the leaders in this direction are Michigan, Minnesota, Kansas, Iowa, Montana, and Oklahoma. All of these states view the administration of a Benefit Plan as an opportunity for service. Several states, notably Illinois and Ohio, operate through a commercial company without any direct contact except indorsement by the State Association. The Illinois Company, a mutual closely affiliated with the State Teachers Association, offers the nearest approach to complete coverage at a reasonable rate. They, however, cannot closely approximate a state association plan in service, rate, coverage, or utilization of information.

The Iowa State Association organized a Mutual Insurance Company to operate the benefit plan. The company is controlled and operated by the State Athletic Association, which also subsidizes the insurance plan out of their earnings. All state insurance regulations are met, and through control and operation by the State Association, the rates have been kept within the ability of the average student or school fund to pay.

Since the initiation of a Benefit Plan in Wisconsin in 1930, twenty-six states have adopted some form of plan based on Wisconsin figures and plan of operation. New York was the next in line, initiating their program in 1933. The New York plan was initiated by the State Athletic Association and has al-

ways been operated as a part of the organization program. The program is handled from a separate office and, as previously stated, is based on actuarial figures. Benefit payments are made on the basis of a definite schedule which averages but little above that in Wisconsin. The plan can never develop into a complete over-all coverage.

California adopted its plan in 1939. They followed the Wisconsin program except for rates. In 1944-45 they initiated the first student coverage program at a fee of 50 cents. The program was somewhat individual although it did require a minimum number for coverage. That the rate was beyond even California pocketbooks was evidenced by the comparatively small enrollment. To California goes the credit for the first student or pupil-coverage effort. The Wisconsin plan was under study at the time but not initiated until September, 1945. The Wisconsin plan varies from that of California in that an entire school or school system may be covered without the listing of an individual at a yearly rate of only 10 cents per pupil. The Wisconsin coverage is for the total time a pupil is under control or authority of the school, while California limits it to the school day or hours.

Minnesota, since adopting a benefit plan in 1937, has made real progress. Their schedule is liberal, their rates are reasonable, and participation is good. For the 1946-47 school year Minnesota instituted student coverage for high-school groups. The plan provides for two schedules, one calling for 15 cents per student for the year, while the second asks 25 cents. Through the adoption of student coverage for high-school groups, Minnesota joins California and Wisconsin in making Pupil or Student Coverage available. The rates, of course, vary. Wisconsin required 10 cents, Minnesota, 15 cents and 25 cents; and California, 50 cents per student. Wisconsin and California make the plan available for all pupils, while Minnesota limits it to high-school groups. California and Minnesota limit protection to the school day and school premises, while Wisconsin accepts coverage while the students are under the authority of the school, including transportation.

#### STUDY AND PLAN IS OF NATIONAL INTEREST

That the Wisconsin study and the initiation of a Benefit Plan in 1930 was of national interest was evidenced by the fact that the N.C.A.A. in 1932, through Prof. Floyd Eastwood, then of New York University, but now of Purdue, undertook a study of football injuries. The studies by Prof. Eastwood have contributed much to the subject of safety in football. The closest co-operation has existed throughout between Prof. Eastwood and the Wisconsin Association. Much constructive work lies ahead, including the education of many

in charge of athletic programs to the fact that the welfare of the boy comes first at all times.

The N.C.A.A. Football Rules Committee meeting in Texas recently took action "to cut down on injuries by a closer study of causes and prevention and to seek changes in the manufacture of equipment that will mean use of softer materials on headgears, shoulder, and hip pads."

The W.I.A.A., for the last twelve years, has recommended the use of softer materials. The National Federation has had a special committee at work on this problem for ten years. The war interrupted the work of the committee but the effort to provide softer equipment for all will be continued. The W.I.A.A. has, since 1939, required the use of soft-shell helmets. The regulations could not be enforced during the years when materials were short. The recognition by the N.C.A.A. of the problem will really help bring about an early change in equipment. The work under Prof. Floyd Eastwood will be well done and all recommendations and changes will be based on proven facts instead of guesses and opinions.

The growth of the Benefit Plan idea is really remarkable, as well as interesting. The Wisconsin Plan was initiated on September 1, 1930. Since that date, 25 other states have approved fully operating plans, while six other states have joined in creating a joint plan sponsored by the New England Headmasters Association. In addition, four other states operate through insurance companies without financial responsibility by the state athletic association and with but small participation. The last reported list of states is being given as a matter of information and under four headings: States Operating Benefit Plans, States Operating Regularly Organized Insurance Companies Through Their Association, States Recommending Participation Through an Insurance Company, and New England Headmasters Plan.

*State Association Benefit Plans*

Florida	Michigan	Nebraska	Pennsylvania
Georgia	Minnesota	North Dakota	South Dakota
Idaho	Mississippi	Oklahoma	Utah
Kansas	Montana	Oregon	Wisconsin
Kentucky			

*State Association Operated Insurance Companies*

California	Iowa	New York
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*States Recommending Commercial Insurance Company*

Colorado	Ohio
Illinois	Texas

*New England Headmasters Plan*

Connecticut	Massachusetts	Rhode Island
Maine	New Hampshire	Vermont

All of the states exchange information through the office of the National Federation of State High School Athletic Associations. Much additional benefit would come if closer co-operation were developed through this Association.

#### CALIFORNIA, NEW YORK, AND WISCONSIN PLANS SUMMARIZED

Three plans, those of California, New York, and Wisconsin, are summarized in order to give to all interested as much information as possible in an article of this kind. The latest available figures are used in each case. The enrollment figures as of December 31, 1946 are given for all three states. In making participation comparisons, total populations in each state must be considered. The last reliable population figures are those for 1940 which give California 6,907,387, New York, 13,479,142, and Wisconsin 3,137,587. In other words, California has at least twice as many children of school age as has Wisconsin; and New York, four times as many. The acceptance of a plan must be based on the percentage of the total enrolled.

It is, of course, impossible to give the details of all three plans as space would not permit. Individuals interested, can secure the complete plan of any state by writing the person in charge. The names and addresses of the people in charge in California, New York, and Wisconsin are given in the tabulation below. The plans of the other states can best be secured through writing H. V. Porter, 7 South Dearborn, Chicago 3.

An effort has been made to give the essentials of the three plans on a three column basis. It is hoped that the information presented will be helpful and sufficiently interesting to lead to further inquiry.

	<i>New York</i>	<i>California</i>	<i>Wisconsin</i>
Date Organized	1933	1939	1930
Person in charge	Mrs. M. R. Wegner, 103 Park Ave., New York 17	A. B. Ingham, Pacific Grove	P. F. Neverman, Marinette
Plan of Adm.	Insurance company operated by State Association	Insurance company operated by State Association.	Benefit Plan According to State Law
Type of Coverage	Athletic for High School	Athletic for High School and Pupil Coverage for all.	Athletic for grades 7-12. Pupil Coverage for all. Summer Sports & Play grounds.
Plan of Coverage	Individual	Individual with percentage of all required for both athletics and pupils.	Individual—no percentage. Group coverage for all for ath. Pupil coverage on group basis.

*Continued on the following page*



	New York	California	Wisconsin
Rates	All sports \$4.00 All sports, except football, wrestling, hockey, lacrosse \$1.50 Cheer-leading and touch football \$1.00 Football (11 and 6 Men) and wrestling \$3.50 Hockey, lacrosse, and skiing \$2.00 Basketball and soccer \$1.00 Track, tennis, baseball, and golf 50c Cross-country and volley ball 50c Intramural football wrestling, hockey and lacrosse \$2.00 All other intramural games, sports, and contests 60c	All sports—\$4.00 Football—\$3.50 All except football—\$2.00 Pupil—50c per year for all injuries occurring during school day except athletics.	Summer coverage individual with minimum of 20. Individual—All sports—\$2.00 All except football—\$1.00 Group Plans—Ranges from 25c to 50c per student per year for complete coverage athletic and other while under the authority of the school. Wis. rates include transportation and hospital benefits. Non-athletic Pupil coverage on group basis 10c per year.
Time for reporting injuries	20 days	12 days	12 days
Time completion of requests	90 days	Reasonable time—Discretion of Executive officer	60 days—extension upon request.
Total number covered for athletics Dec. 31, 1946	27,976	26,850	60,100
Total Pupil Coverage		42,295	116,232

## BENEFIT SCHEDULES

## Medical

Principal sum	None	California has	300.00
Fractured Pelvis	75.00	accepted the Industrial	100.00
Both bones between ankle & knee	150.00	Commission Schedule for its maximum. An analysis shows that it approximates both the Wisconsin and New York figures.	100.00
Both bones between wrist & elbow	100.00		85.00
Fractured Skull	100.00		80.00
Fractured Knee-cap	50.00		75.00
Injured knee requiring surgery	100.00		60.00
Ruptured spleen	None		50.00
Ruptured Kidney	50.00		50.00



	<i>New York</i>	<i>California</i>	<i>Wisconsin</i>
Either bone between ankle & knee	50.00		45.00
Fractured collar bone	30.00		30.00
Fractured nose	25.00		25.00
Dislocated hip	40.00		50.00
Dislocated vertebrae	40.00		50.00
Xray	3.50-15.00		5.00-10.00
Medical Attendance			
Maximum	None		18.00
Hospital Benefit	None		100.00 Max.
The above gives 13 of 70 benefits			
This is additional to Medical schedule. The above gives 17 of scheduled 54 benefits.			
<i>Dental</i>			
Fracture - no restoration.	2.00		3.00
Broken facing	6.00		5.00
One fractured tooth	12.00		15.00
Loss of one tooth	40.00		45.00
Fracture of one jaw	50.00		75.00
This gives 5 of 11 scheduled benefits.			
<i>Transportation</i>			
Principal sum	None		300.00
Hospital Benefit	"		100.00
Medical Care	"		60.00
Dental	"		30.00

A start has been made through school benefit and insurance plans to make athletic activity safer and therefore more attractive to more students. Much remains to be done. The ultimate in benefit plans is protection or coverage for children of school age while under the authority of the school or under the direction of playground supervisors in and out of school or vacation periods. Accidents can be substantially reduced through the intelligent application of the lessons learned.

MEMO: To All Members of the NASSP

FROM: Circulation Department

SUBJECT: Change of Address

Has your address changed since last last May? If so, have you sent us your new address for the coming school year? If not, it is imperative that you notify us at least 30 days in advance in order to receive your copies of THE BULLETIN continuously. If we do not have your new address in time to make the addressograph change, we will be unable to send duplicate copies of THE BULLETIN to your new address.

## State Law Creates Mutual Accident Insurance Plans

THOMAS H. PIGOTT

**D**URING the last session of the Oregon State Legislature a law was passed which provides a plan for insuring students, athletes, and faculty against accidents occurring in schools. The law became effective on June 20, 1947. It authorized the Oregon High School Activities Association to set up a mutual insurance system for the schools of the state. Already this Association is busily working out some of the final details of the plan in the first use of it in the Oregon schools.

This law was effected following a four-year study of mutual insurance plans in other states. Oregon is the thirty-fourth state to adopt such a plan, and it was from the experience of these other states that the Oregon plan was developed. The school people of the state look upon these plans as a real benefit against accidents occurring in their schools.

The program calls for two plans of insurance. One plan covers students and school employees engaged in the regular routine of school work. The other plan is specially designed to cover the schools' athletic activities, insuring against injuries incurred in team play. The first plan is called the *OHSAA Student and School Employees Mutual Benefit Plan* (Plan I), and the latter plan is known as the *OHSAA Athletic Accident Mutual Benefit Plan* (Plan II). The first plan was actually put into effect for high schools and junior high schools on September 1, 1947. The elementary schools will be covered under the same plan, but because of the need of additional time to prepare details, this part of the Mutual Benefit Plan will not go into effect until January 1, 1948. The following are, in brief, the plans as developed by the Oregon High School Activities Association; and as they will be used during the present school year. •

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Mr. Thomas H. Pigott is Secretary-Treasurer of the Oregon High School Activities Association, 508 Education Center, 229 S. W. Alder, Portland, Oregon. Mr. Pigott is willing to correspond in a limited way with persons who desire more specific information concerning this plan.

## PLAN I

### OREGON HIGH SCHOOL ACTIVITIES ASSOCIATION STUDENT AND SCHOOL EMPLOYEES MUTUAL BENEFIT PLAN

#### *Student Participation*

(a) Any standard high school or junior high school, public or private, in the State of Oregon is eligible to participate, or any school by election of the Board.

#### *Participation May Be By*

1. School system operating under District or County Superintendents. One application may cover all children in that system as long as the student is regularly enrolled and of legal school age.

2. Individual schools, either high schools or junior high schools within any system. Participation may be by any number of pupils in a school, or schools within a system.

3. Any high school or junior high school operating in the state under the supervision of the Superintendent of Public Instruction.

4. Any superintendent, principal, teacher, coach, or employe of the school may participate, providing their school has adopted the plan. Registration must be kept separate from the student registration.

5. Certified officials may participate under the same rules as students and instructors with the exception, they will register direct with the O. H. S. A. A. office at time of certification.

6. It is requested that students, instructors, and officials participating include their entire group covered by Mutual Benefit Plan in their first registration.

7. If a school registers 100%, the entire group will be covered upon signature and approval of the Board of Education on the Registration Blank, and receipt of fees figured on their previous year's ADA.

#### *Cost of Coverage*

The cost of any of the above mentioned groups, namely, students, superintendents, teachers, coaches, officials, and other employes of the school, will be \$1.00 per person.

#### *Requirements for Student Participation*

1. Must be a pupil in a qualified and properly enrolled school at time of injury.

2. Must be certified by the principal and/or head of school as being eligible for benefit under the plan.

3. Coverage will not be effective until the fee on the basis of \$1.00 per pupil, as reported on the registration blank, has been received in the office of the O. H. S. A. A. Schools desiring to cover themselves fully may submit their blank and fee at any time after their total enrollment is established. The coverage will be effective only as of date such blank and fee are received in the office of the O. H. S. A. A.

4. Medical and dental examination will not be required at the present time, but are recommended.

5. Report of injury must be made by the principal and/or head of school to the O. H. S. A. A. within thirty days of such injury. Failure to make the report within this period disqualifies the individual for benefit.

6. Transferees with dues paid will be covered until the end of the school year. Any student enrolling at any time in a school, which has adopted the Mutual Benefit Plan, may take out this Plan upon registration and payment of fees.

7. Benefits will not be paid for injuries sustained in interscholastic contests or practices as covered in Athletic Benefit Plan, but will include all of the physical education program.

8. Boarding-school students will be covered during the day between the hours of 8:00 A.M. and 4:00 P.M. only.

9. All requests for benefits must be completed within sixty (60) days of injury. Requests for benefits not completed within that period will be automatically withdrawn unless an extension of time has been requested and granted. The injury for which the benefit is requested must have occurred while the student was on his way to or from school traveling the nearest direct route, on a schedule approved by the school; on the school ground; in school buildings or physical education classes, traveling to or from other authorized school activities.

10. Students will not be covered while riding in private automobiles driven by minors unless in the employ of the school district, and properly licensed.

11. Benefits will be limited to the schedule approved for pupil coverage and given in full in this article.

12. It is clearly indicated in all blank forms used in the Mutual Benefit Plan that medical and surgical aid given to claimants for injuries must be rendered by a regular physician, that is, the doctor must be a legal practitioner of medicine and surgery or osteopathy and surgery.

13. The Board of Control reserves the right to ask for additional evidence beyond that originally submitted, should the medical adviser of the Board of Control deem such additional evidence necessary to establish validity of request.

14. No cases of hernia will be covered under this plan.

15. All checks will be made payable to the principal of the school and physician, dentist, or hospital, and mailed to the principal of the school. This procedure will be followed in order that the principal may be sure that all claims have been paid.

16. Hospital benefit will be paid provided it is in connection with concussion, broken vertebra, fracture of leg, fracture of jaw, compound fracture of arm requiring frame and weight, aspiration of knee, ruptured liver, spleen, or kidney, or serious internal injury. Hospitalization resulting from infection is not covered. The Board of Control may also approve hospitalization in other cases where need for such is established. The benefit is limited to \$5.00 per day for 15 days for actual care in a recognized hospital, but will not pay for such services as nursing, radiographs, but will include bandages, dressings, medicines, or cost of operating room. These items, however, will not be approved for more than 20% of total cost of room itself.

17. The Principal Sum benefit is limited to actual expense incurred in connection with the injury and burial. In order to qualify for this benefit, evidence must definitely establish that the death was directly due to such injury; that the death occurred within sixty (60) days of date of such injury, that all requirements for participation in the Mutual Benefit Plan have been complied with.

18. A case once settled by payment of a request will not be reopened if check sent has been presented for payment.

19. Superintendents, principals, and teachers covered will comply with all rules of Pupil Coverage. Officials will be covered under Pupil Coverage only while traveling to or from, or officiating at regularly scheduled school contests, or while attending such school activities. They must travel the nearest direct route and comply with all rules in Pupil Coverage with the exception, that they will report all injuries direct to the O. H. S. A. A. office.

#### *Schedule of Benefits*

The full schedule of benefits will apply to all injuries reported under all three group coverages.

THE O. H. S. A. A. SCHEDULE OF BENEFITS IS THE MAXIMUM WHICH THE ASSOCIATION WILL PAY. THE SCHEDULE DOES NOT INTEND TO DETERMINE OR LIMIT THE CHARGES OF THE PHYSICIAN. ANY ADDITIONAL CHARGE WILL BE PAID BY THE INDIVIDUAL.

Loss of life .....	\$300.00
Loss of both hands or both feet, or sight of both eyes, one hand and foot, and sight of one eye and one foot, one hand and sight of one eye.....	300.00
Entire sight of one eye if irrevocably lost .....	200.00
Fractured pelvis .....	100.00
Both bones of either leg fractured between ankle and knee .....	100.00
Both bones of either arm fractured between wrist and elbow.....	85.00
Fractured skull with cerebral hemorrhage .....	80.00
Cerebral hemorrhage .....	75.00
Fractured kneecap .....	50.00
Either leg fractured above the knee and in cast .....	75.00
Either arm fractured above the elbow .....	60.00
Fractured vertebra .....	60.00
Injured knee requiring surgery .....	60.00
Fractured skull .....	50.00
Ruptured kidney-positive blood in urine .....	50.00
Either bone of either leg fractured between ankle and knee .....	45.00
Either bone of either arm fractured between elbow and wrist .....	35.00
Fractured sternum .....	25.00
Fractured collarbone .....	30.00
Fractured scapula .....	30.00
Fractured cheekbone .....	30.00
Operation for ligating of artery .....	25.00
Fractured nose .....	15.00
Fractured ribs (two or more) .....	15.00
(One rib only—\$7.50).	
Fractured bone in hand—radiograph required.....	12.50
Fractured bone in hand—no radiograph.....	10.00
Fractured bone in foot—radiograph required.....	12.50
Fractured bone in foot—no radiograph.....	10.00
Dislocated hip .....	35.00
Dislocated vertebra .....	35.00
Dislocated knee .....	25.00
Dislocated shoulder .....	17.50
Acromioclavicular dislocation .....	17.50
Dislocated ankle .....	15.00

Dislocated elbow .....	15.00
Dislocated wrist .....	10.00
Aspiration of knee .....	10.00
X-ray examination to determine fracture of extremities, (negative to fracture or dislocation) .....	5.00
X-ray examination to determine fracture of head, chest, or abdomen (negative to fracture or dislocation) .....	7.50
Fluoroscope examination to determine fracture (negative to fracture or dislocation) .....	2.00
Separation of tendon from bone .....	5.00
Suture of laceration requiring tetanus .....	6.00
Suture of laceration .....	3.00
Hospital benefit .....	75.00
Medical attendance:	
If an injury does not come under the above mentioned schedule of benefits but requires treatment by a legally qualified physician or surgeon, not including treatment on the field at the time of play or practice, an allowance of .....	
For the first treatment, and for each subsequent treatment .....	1.00
With a maximum of .....	12.00

#### Medical Regulations

1. Benefits on greenstick fractures will be limited to half the amount listed on the schedule.
2. A radiograph may be required on all injuries scheduled at \$20.00 or more. If a radiograph is requested on other scheduled injuries, an allowance of \$3.00 for each picture will be made in addition to the scheduled benefit.
3. The amount actually allowed will not exceed the itemized statement filed by the physician which must accompany every request for benefit. The listed amount is the maximum in each case.
4. In cases of multiple injury at one time, the maximum benefit allowance shall be the scheduled benefit for the most serious injury plus one-half of the other injury benefits. In cases where more than one bone is broken in the hand or foot, full allowance will be made for the first bone with a maximum of \$18.75 for more than one bone in hand or foot.
5. There will be no radiograph benefit made in addition to medical attendance.
6. Under no condition will a single injury qualify for benefit under more than one classification.
7. Examination for physical fitness must be made by the family physician or other medical doctor selected by the student, if required.

#### Dental Schedule

THE O. H. S. A. A. SCHEDULE OF BENEFITS IS THE MAXIMUM WHICH THE ASSOCIATION WILL PAY. THE SCHEDULE DOES NOT INTEND TO DETERMINE OR LIMIT THE CHARGES OF THE DENTIST. ANY ADDITIONAL CHARGE WILL BE PAID BY THE INDIVIDUAL.

1. Fracture of enamel not requiring restoration .....	\$ 2.00
2. Broken facing .....	4.00
3. Re-setting loosened or displaced fillings .....	3.00



4. One fractured tooth .....	12.00
5. Loss of one tooth .....	20.00
6. Single or simple fracture of jaw .....	30.00
7. Multiple fracture of jaw (cases requiring hospitalization qualify for additional benefit) .....	50.00
8. Maximum fee for one dental injury other than a fractured jaw .....	40.00
9. Ordinary small restoration .....	3.00
10. Injury to tooth—not fractured but requiring root canal treatment .....	10.00

*Dental Regulations*

1. Where a dental x-ray is deemed advisable, a fee of \$2.00 will be allowed. If progressive x-rays are deemed advisable an additional fee of \$1.00 will be allowed for each additional x-ray, not to exceed a total fee of \$5.00 for all x-rays.

2. The amount actually allowed will not exceed the itemized statement filed by the dentist which must accompany every request for benefit. The listed amount is the maximum in each case.

*Transportation Schedule*

Principal sum .....	\$300.00
Maximum hospital benefit .....	75.00
Maximum dental care .....	30.00
Maximum medical care .....	60.00

*Transportation Regulations*

1. Transportation benefits will apply only for high-school or junior high-school group if attending scheduled activity approved by the school, if such transportation is in a recognized chartered conveyance, regular school bus under the supervision of a teacher, or private passenger car driven by a licensed driver and approved by the school.

2. The maximum sum for any one individual case shall be \$300.00.

3. The Board of Control of the O. H. S. A. A., its members or officials, do not assume any liability whatsoever in connection with this plan.

**PLAN II**

OREGON HIGH SCHOOL ACTIVITIES ASSOCIATION  
ATHLETIC ACCIDENT MUTUAL BENEFIT PLAN

1. NAME: *The Oregon High School Activities Association Athletic Mutual Benefit Plan.*

2. The rules and regulations governing the Plan shall be made by the Board of Control of the Oregon High School Activities Association. Each year to apply for the following year, and shall be distributed to member schools not later than May 1 of each year.

3. The Board of Control of the O. H. S. A. A. shall pass upon claims for benefit under the regulations upon recommendation of the Manager of the Mutual Benefit Plan, and their decision shall be final.

4. The student shall be covered from date of receipt of his card and fee until the official closing date of specific sport as put forth in Article 7 of the Constitution. No claim shall be considered for an injury suffered prior to September 1 of any school year.



5. Claims shall be paid as soon as sufficient evidence has been furnished by the attending physician or dentist or hospital and approved by the School Superintendent.

6. The Board of Control shall have authority to hear any appeal presented in disagreement of No. 5.

7. The Board of Control will pay all claims in full that have been properly approved. If funds are insufficient to pay all approved claims, the Board of Control may draw upon the surplus for the amount necessary. The decision of the Board shall be final.

*Requirements for Participation in Benefits*

1. The school must be a member of the O.H.S.A.A. in good standing, with annual dues paid for the current year, as provided in the Constitution.

2. In order to be eligible to participate in Benefits under this plan, a student must be regularly enrolled in grades 7 to 12 in a member school which meets requirements. Girls may participate on the same basis as boys.

3. No student will be protected until his Examination and Permit Card and Registration Fee are in the office of the O. H. S. A. A. Examination and Permit Cards may be obtained from the office of the Oregon High School Activities Association before the close of school in the spring. No student should be allowed to participate in athletics unless the principal has satisfied himself that the Examination and Permit Card has been received by the O. H. S. A. A. The only exception, to the above, will be in cases of registered mail when the date and hour of mailing the Examination and Permit Card will be accepted as the actual beginning of protection. The regular Examination and Permit Card must be used. It must be filed annually and contain the original signatures of the doctor, dentist, and parent or guardian.

4. In addition to the regular Examination and Permit Card, each principal must send in two lists containing the names on the individual cards. After checking these lists with the cards, the manager of the Mutual Benefit Plan will sign one list and return it to the principal so that the latter may know exactly what cards have been received by the office of the O. H. S. A. A., and may keep this information for future references. The time of the receipt of the cards will also be indicated on the duplicate returned. The O. H. S. A. A. will provide a special blank, known as the O. H. S. A. A. Examination and Permit Summary and Registration Sheet No. A-1 for this purpose. *This is important.* It is the only check that the principal has on the cards actually received by the O. H. S. A. A. office.

5. Students will be covered only in those sports *not crossed off* on the Examination and Permit Card, and approved by the medical physician or surgeon, dentist and parent or guardian.

6. It is clearly indicated on all blank forms used in the Mutual Benefit Plan that medical and surgical aid given to claimants for injuries must be rendered by a regular practitioner of medicine and surgery. This requirement also applies to the physical examination for students' registration in the Plan. A simple blank covering heart, blood pressure, physical deformities will be provided for individual examinations. Claims will be paid only when the above requirements have been observed.

7. No student will be eligible for more than one benefit of \$25.00 or more during one season, unless a re-examination report by a physician approving

participation after recovery is on file in the office of the O. H. S. A. A., before a second injury occurs. No registration fee is required with re-examination. No re-examination for dental injuries will be required, but a statement from the dentist must be filed that work, on which benefit has been requested, has been completed.

8. The Board of Control reserves the right to ask for additional evidence beyond that originally submitted if they deem such additional evidence desirable or necessary to establish the validity of a request.

9. Checks for approved claims will be made payable to the principal and attending physician, dentist, or hospital, and sent to the principal of the school. This procedure will be followed in order that the principal may be sure that claims have been paid.

10. The O. H. S. A. A. will not pay a benefit unless the preliminary report of the accident was received in the office of the O. H. S. A. A. within thirty days immediately following the date of injury. Preliminary Report Cards will be supplied by the O. H. S. A. A. and must be used. Failure to have a report of injury in the office of the O. H. S. A. A. within thirty days after an accident eliminates the benefit. A few preliminary Report Cards will be mailed with each supply of Examination and Permit Cards.

11. Requests not completed within sixty days from date of receipt of proof blanks will be considered withdrawn and will not be allowed.

#### *Playing Conditions Under Which a Student May Be Covered*

1. Interscholastic contests or practices, provided (a) the team is in charge of a regularly qualified teacher and/or coach in the employ of the school, and certified by the Superintendent of Public Instruction; (b) the officials are certified under the regulations of the O. H. S. A. A.; (c) the student is eligible for interscholastic competition under the rules of the O. H. S. A. A.

2. Transportation to and/or from regularly scheduled games or practices in school busses, chartered conveyances, or private passenger cars driven by a licensed driver, *who is approved by the school.*

3. A case once settled by payment of a request will not be reopened if check sent has been presented for payment.

#### *Schedule or Registration Fees*

Football .....	\$3.50
Boxing .....	1.50
Basketball .....	1.50
All other sports, each one .....	1.00

#### *Schedule of Benefits and Other Requirements*

The reader is referred to the following sections on previous pages under Plan I since the following sections are the same in both Plan I and Plan II: *Schedule of Benefits; Medical Regulations; Dental Schedule; Dental Regulations; Transportation Schedule; and Transportation Regulations.*

## Curriculum Planning in America

FRANCIS L. BACON

**C**URRICULUM planning in America today holds forth in varying intensity, in many widely disseminated places. Invigoration comes from many sources, and conferences, such as this, give inspiration and force. A long accumulation of planning from the past grows significantly into a changing design.

The first secondary schools in the American colonies had their origin in the English Latin grammar schools. This inheritance set a positive pattern for more than a hundred years, and, indeed, their influence is still to be seen.

Out of the narrow culture and religious zeal of the early colonists came the need for an enlightened clergy. Thus developed the first planned purpose of the early colleges and college preparatory function of the Latin grammar schools.

A continuing desire to defeat all attempts of the "old deluder Satan to keep men from knowledge of the scriptures" inspired the planning of the unique and revolutionary law of 1647, unique that, for the first time, a legislative body made schooling an obligation of public support.

The expanding colonies found the Latin grammar school too narrow and quite inadequate. By 1789 the broadly planned educational proposals of Benjamin Franklin had caught the public fancy, if not the schoolmaster's support. The Latin grammar school had been inherited from the old world, but the public academy was a planned invention of the new world.

Again American life moved ahead of educational planning. The public academy, like the Latin grammar school, became too formalized, too narrow, and quite inadequate. Within fifty years it had given way to a new plan.

*The emergence of the public high school*—There were new forces in American life by the opening of the nineteenth century. A new and relatively prosperous middle class had developed. There were increasing manifestations of the rise of the common man. Democratic sentiment was becoming stronger. American thought was creating the concept of a "belief in the perfectibility of man,

Mr. Francis L. Bacon, Superintendent of Evanston Township Schools, Evanston, Illinois, presented this paper at the Princeton University Bicentennial Conference on Secondary-School Education held last May at Princeton University.

his capacity for progress, and his right to an opportunity to realize himself." From these and other sources emerged a new institution—the public high school. In planning this first high school in 1821 the school committees of Boston reported: "That the branches of knowledge now taught are not sufficiently extensive or adaptable to the needs of youth; that for this and for other reasons an additional school is required."

Significantly, as in the case of its predecessors, the Latin grammar school and the public academy, the new high school was initiated and largely planned by laymen, by the representatives of the patrons of schools and not primarily by the schoolmasters. Perhaps this was because schoolmasters in those days were more laymen than schoolmasters.

At first, the high school was not a college preparatory institution, but under the leadership of the new state universities it rapidly assumed the function of preparation for advanced studies. The college administrators, particularly President Eliot of Harvard and President Parker of Yale, were skeptical; even as late as 1889, that public high schools would ever become successful in preparing pupils for college.

The public demand, however, became irresistible. What the best academies planned for their pupils the people wanted for their public schools. From 1870 on, the colleges gave increasing recognition to the broadened curriculum of the high schools by enlarging the number of subjects acceptable for admission. The high school by 1900 had become not only the people's college as respecting terminal courses, but also a fully recognized college preparatory institution. Today the high school is increasingly concerned with preparation for advanced studies.

#### FORCES AFFECTING PLANNING

*Within the school*—By the time the high school had become well established, the professionalization of teachers had formed a definite current. In the latter part of the nineteenth century professional organizations began to make themselves felt in respect to curriculum developments. Strong leaders and influential personalities became more numerous. The discussion of the nature of secondary education, of the types of organization, and of the improvement of the curriculum led to the forming of state and national committees. Curriculum planning began to emerge as a moving force within the American school system. Thus was born the first of the famous committee reports, that of the Committee of Ten which was appointed in 1892. From the planning of this committee came the first specific emphasis for admission to college based on "four years of strong work . . . without regard to the particular subjects that have comprised this curriculum."

Within twenty-five years, at least seven national committees had submitted reports which affected curriculum planning within the profession and among schools.

A report of large influence was that of the *Cardinal Principles of Secondary Education* in 1918 which recommended some form of education appropriate to every youth up to the age of eighteen, the cosmopolitan high school, and the intermediate school, comprising the seventh, eighth, and ninth grades. This report was for several years the scripture of respectful study by large numbers of the teachers in high schools.

*Outside the school*—A number of forces outside the school have had much influence in the making of the curriculum. First of all, there is the concept of traditional classical scholarship and modern education as synonymous. There remain frequent evidences of the powerful persistence of this idea upon schooling. You are all familiar, for example, with the alluring modern appeal of abstracted versions of the great Books, emanating oddly enough, from the far reaches of the Middle West.

At the opposite extreme there is the zealotry of the ultra-modernist with varying interpretations of what should be taught, but united in strong opposition to all that is tradition. These would sweep all of the old curriculum into the discard and offer only that which is pertinent to the moment. This group, too, plays some part in the making of the curriculum. The leaders, or at least the most voluble prophets of these extreme forces, are largely outside secondary-school classrooms.

For many years our state legislatures have been somewhat eager to plan the curriculum. Many diverse laws, emphatically enough, direct what is to be taught. In one state the Bible may not be read in school. In another state the good Book may be read but without comment. In still another the Scriptures are to be read and prayer is to be offered. In some states, United States history must be passed, in others, exposure is quite sufficient. In the past thirty years legislative prescription as to what must be taught has increased over seventy per cent.

Then, too, there are a number of powerful minorities which insist upon planning the curriculum. There are numerous patriotic societies, interested in what is to be taught. The essays which they exact upon pupils would, if placed end to end in the approved fashion, cover this fair land with an armour of fancied protection.

There are countless examples of localized political attempts to determine what is to be taught, as witness stories from Chicago where sometime ago a special history was written for the Chicago schools. They say that the covers

are in asbestos and the contents of noncombustible material. . . . According to report the text reads: "Queen Isabella of America gave her jewels, mined in American mines by American miners to one Columbus, an American, that he might purchase three American ships, built in American shipyards by American craftsmen. These ships manned by American sailors were to be used in the discovery of America. The new land was named America in honor of America Vespucci, a very famous American."

Business, too, is entering the popular game of deciding what should be taught. National organizations as the National Chamber of Commerce and National Association of Manufacturers have become interested and have committees at work. The American Federation of Labor, the American Bar Association, the American Medical Society, and many others are projecting influences and interests into the school curriculum. We would not imply that all of these are disquieting or suggestive of evil. Most are well intentioned.

Additionally, there is a miscellaneous group which, for lack of a better name, we may call the pressure interests. Time does not allow much explanation of the working of these varied interests as their popularity would seem to merit. Here we have the groups which foist special days and weeks upon a burdened but too yielding public school. There are now sufficient special days and weeks to keep the schools, should the desires of the respective groups be met, entirely occupied throughout the year.

In one city of 18,000 population there were found 82 different types of material, designed and prepared by agencies outside the school, which had been placed in the school rooms for purposes of influencing what should be taught.

#### CONCEPTS IN PLANNING

With the advent of the Seven Cardinal Principles the idea of starting all curriculum planning with a set of aims and objectives became an accepted procedure for a number of years. Schools attempted to make local interpretations and applications.

A trend toward more specific meanings and applications was evidenced in the 1937 report, *The Purposes of Education in American Democracy*, prepared by the Educational Policies Commission. Here was indicated with unusual force approaches to four chief aims: self-realization, human relationships, economic efficiency, and civic responsibility.

*Issues and functions*—In 1933 the National Association of Secondary-School Principals set its Committee on Orientation to work. The final report of this committee on the Issues and Functions of Secondary Education was issued in 1937. For the first time a persistent follow-up of a national report was made



among the schools with the result that the Issues and Functions were more widely studied than any previous report.

*Needs and interests of youth and communities*—Increasingly these professional efforts pointed to the basic values lying in the needs and interests of youth and in the needs and interests of communities, and of the significance of these values in the planning of all curricula. Gradually, too, came a larger emphasis upon the necessity of educational provisions for all youth.

It was this latter concept which inspired the most recent of the national studies in secondary education, the widely heralded volume of the Educational Policies Commission, entitled, *Education for all American Youth*. This report, plus its companion interpretation, *Planning for All American Youth*, by the National Association of Secondary-School Principals, has had the largest distribution, about 150,000 copies, in the history of educational documents.

#### WHAT TO TEACH

More fully and more concisely than elsewhere the report just mentioned, sets forth a planned curriculum for American youth. It is a plan which contains the best of the old and the most promising of the new. It comes, not from a school, but rather from the long accumulation of American thinking, planning, and experimenting. Its genesis springs from the Constitution and its growth has been nurtured by the impelling desire of youth and of men for an ever-widening freedom to learn.

In thinking through this story of curriculum planning, it is clear enough that both the needs of youth and of society have been, in varying degree, ever present goals. Inevitably, planning or no planning, the moving forces of social change were to bring these individual and social needs ever into sharper focus.

From the Policies report may we indicate that youth have certain specific needs in common; and society makes certain requirements of all youth; together these form a pattern of common educational needs expressed as follows:

1. Youth needs to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
2. All need to develop and maintain good health and physical fitness.
3. All need to understand the significance of the family for the individual and for the family.
4. All need to understand *rights* and *duties* of the citizen.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.



6. All youth need to understand the methods of science, the influence of science, and the main scientific facts concerning the nature of the world and of man.
7. All need opportunities to develop their capacities to appreciate beauty and use in literature, art, music, and nature.
8. All need to be able to use their leisure time well, to budget it wisely, balancing activities that yield personal satisfactions with those that are socially useful.
9. All need to develop respect for others; to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.
10. All need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with discrimination and understanding.

Differentiated needs and common needs suggest a two-way approach to educational planning and curriculum offerings. The common needs suggest common learnings with the minimum essentials or principles and aims very much the same for all. The differentiated courses are determined by the personal interests, abilities, and aptitudes of the pupils. Special electives as languages, physics, trigonometry, and shop courses are in this category. The leisure-time interests and hobbies and many enrichment courses would fall here.

In general, the vocational preparation falls into two main categories: (1) the skills and knowledge needed for the successful entry into the technical life of the city, training that for the most part is terminal with the high school; and (2) vocational preparation that requires extended study beyond the high school. Here largely would be the preparation necessary for following advanced studies such as engineering.

In determining the curriculum in vocational offerings it should be remembered that fifty-three per cent of our "earning" population is engaged in trades; seven per cent follow professions, and the other forty per cent are in various types of work calling for various degrees of skills. The more specialized the skill the more the preparation for it would come in the later high-school years, including the thirteenth and fourteenth grades.

The importance of following the right bent, of maintaining a proper balance, of choosing a particular interest, of deciding upon suitable advanced work would rest upon the best possible means of general guidance, of individual counseling, and of finding out as accurately as possible the capacities and interests of youth. Equipped with such knowledgeable purpose and technical skill the secondary schools of America look forward to enlarged and ever more meaningful curriculum planning.

## The Schoolmaster Looks at the College

LESTER W. NELSON

I PRESENT to you a paradox. The paradox is this,—public policy in this country, formulated with the assistance of our American educational organizations and supported by them, holds out to our youth in ever-increasing proportions, the prospects and the promise of a college education. At the same time, the processes by which we select those who will receive this training are becoming increasingly competitive, selective, and restrictive. Such a situation is rapidly creating pressures of deep intensity at all levels of our educational system, college and secondary school as well as the professional school level, private as well as public institutions. The result is measured currently in confusion both in our thinking and our procedures.

College enrollments steadily increased during the period between the two great wars. This growth was cut short by the decline in registrations during the recent active war years, to be followed in turn by the most intensive pressures for college admission that we have ever experienced. These pressures are the combined result of interrupted and delayed educational plans, the broadening of the base of private resources requisite to financing a college education, and the adoption of a public policy of providing Federal assistance to veterans under Public Laws. Inside two short years the colleges have witnessed a complete reversal from a dearth of applicants to applicant prosperity. The economy of scarcity has been replaced by the economy of abundance as far as applications and registrations are concerned. This change has been both embarrassing and painful because every applicant is both persistent and impatient. To cope with it, the colleges have been compelled to resort increasingly to restrictive procedures in their selective processes governing admissions.

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Mr. Lester W. Nelson, Principal of the Scarsdale, New York, High School, presented this paper at the *Princeton University Bicentennial Conference on Secondary-School Education* held last May at Princeton University, Princeton, New Jersey.

A brief cataloging of some of these procedures is pertinent to this paper. In doing so, it is assumed that the conference will understand that they are not enumerated as "innovations" in the college admissions process. Their significance stems, not from their novelty but, rather, from the apparent increase in their use by an increasing number of higher institutions throughout our country.

1. Use of qualifying examinations
2. Requirement of minimum scholastic averages
3. Emphasis on "rank" in class
4. Restriction of admission to "first" or "second" choice applicants
5. Applications of "non-resident" restrictions, especially as related to state universities
6. Establishment of formal or informal quota systems
7. Tightening of application time deadlines
8. Use of geographical distribution ratios

In enumerating these selection devices, we are not here primarily concerned with an appraisal of their operation or the justification of their use. They have one element in common,—their utilization for the purpose of narrowing the range of applicants to be seriously considered for admission. Many of them are arbitrary devices; some of them are technical in character. Most of them operate with greater emphasis on the negative phase of elimination than the positive phase of selection. None of us, I believe, will quarrel seriously with the obvious necessity for some administrable device with which to cope with the tremendous numbers of applicants. It is true, nonetheless, that their increased use is creating profound anxieties and measurably contributing to the confusion in the secondary schools and the general public attitudes toward colleges. Much of this can be accounted for, doubtless, by the characteristic lag between hopes or expectations, on the one hand, and the clear, intelligent understandings of the problem, on the other. Great need exists for a more clearly defined philosophy and policy in three areas, each vitally affecting the colleges and the secondary schools alike.

1. Who Shall Go to College?
2. What Shall Be the Character of Their Preparation?
3. How Shall Their Qualifications Be Appraised?

#### WHO SHALL GO TO COLLEGE?

American education, as a whole, has never come to grips in any serious fashion with this question. To be sure, individual institutions have formulated answers which they have regarded as reasonably satisfactory for themselves, for a time at least. By and large, however, no serious effort has been made to frame

a general answer to this question. Shall the opportunity for a college education be available to every boy and girl who wishes it? If so, shall it be restricted to those in this group who have the private resources to finance it, *or*, shall it be available through more general public support? The closest approximation to an answer to this latter question which has been formulated is to be found in the provisions for educational assistance to veterans. Shall college education be reserved for those with genuine intellectual curiosity, superior intellectual abilities, and well-formulated plans for professional or public service, *OR*, shall it be "for all the children of all the people"? That is, shall it be predicated on a basic philosophy comparable to that underlying American public elementary- and secondary-school education?

Shall the college be regarded as a part of the continuous educational program represented by the first stages in elementary and secondary schools and by the professional schools in the final phases, *or*, is it to be reserved for those who possess special qualifications? We see conflicting philosophies on this point, highlighted by the contrast between privately controlled institutions, on the one hand, and by public and *quasi*-public institutions, on the other *or* by the differences between higher institutions generally and the public. It seems clear the recent public policy, represented by legislative enactments, strongly fosters the growing public demand of "college for all." Secondary education is involved in an all-time "squeeze" play at present, caught between the increasingly restrictive pressures of college admissions, on one side, and growing public demand, on the other side. The solution of this problem can not lie, I believe, in unilateral action by either the colleges or the secondary schools or the public. It must lie in the co-operative pooling of the best thought of each,—a development procedure of which such conferences as this are a good illustration.

#### WHAT SHALL BE THE CHARACTER OF THEIR PREPARATION?

It seems fairly obvious that no answer to this question may be found until there has been some definition of the first question. The proportion of secondary-school graduates who seek a college education is increasing. If the colleges can provide for only a portion of these numbers, either additional facilities must be made available, *or* newer types of post-secondary institutions must be created, *or* secondary education must be more strongly oriented toward a terminal objective. Having in mind the seventy-five percent of such graduates who have not been entering colleges or other post-secondary institutions, the secondary schools have in fact been a kind of terminal education for the great majority, regardless of the type of curriculum to which they have been exposed. The significant fact to be concerned with here is that the positive aspirations of large numbers

of boys and girls toward college has greatly impaired the effective functioning of secondary education conceived of on a terminal basis. That is, large numbers of boys and girls, even though the school provided good terminal curricula, have persisted in a program designed primarily to meet existent college admission requirements, rather than pursued the better general program which might have been more desirable for them.

Does this not raise the fundamental question of the kind of preparation which the colleges should require? It raises, too, the accompanying implications of secondary-school responsibilities in such fields as evaluation, guidance, curriculum planning. In practice, the inevitable tendency has been to require boys and girls to begin on their more specialized college preparation at a point in age and maturity at which individual interests, abilities, and plans are not clearly discernible. In turn, this earlier specialization on college preparation, as practiced by the "best college preparatory institutions," results in a measurable degree of overlapping and wasteful duplication between their college freshman courses and their secondary-school courses. It is believed that the determination of what should be the character of college preparation requires, *first*, a more clearly defined policy on who should go to college and, *second*, the close collaboration of college and secondary schools in defining this preparation.

#### HOW SHALL THEIR QUALIFICATIONS BE APPRAISED?

This question involves more than the establishment of admission procedures, the formulation of minimum standards of intellectual ability and scholastic achievement, or the development of criteria for determining competitive excellence. There are two phases of the appraisal process that must be considered. The first phase involves the standards to be used in appraisal. The second involves the application of these standards with respect to individuals and groups. How shall we develop satisfactory criteria or standards of appraisal in such areas as attitudes, social and civic competence, intellectual curiosity? To what extent can the process of selection include subjective judgments, or take into account latent talents for which there is only meager documentation? Our world needs more the spiritual re-creation of human attitudes than it does the physical reconstruction of man's destructions. How can we provide more intelligently for the identification of youth who possess positive attitudes and these spiritual qualifications among those who aspire to enter our colleges? The necessity for close collaboration is nowhere more apparent than here. The awareness of this need, as represented in certain current studies now being undertaken, is encouraging and merits the strong support of both colleges and secondary schools.

The basic pattern of secondary education in our country has derived, historically, from the dominating role played by the colleges and universities. The past twenty-five years has seen a gradual emergence of the secondary schools from the protective custody of the college influence and the creation of a more independent philosophy with respect to their function in society. By the very nature of our secondary schools, since they are closely bound to their sources of support and inspiration, the aspirations and demands of the public must inevitably be expressed in their program of education. This is true of both the public and the private secondary schools. Leadership and initiative in all levels of our educational system once came from the colleges almost to the exclusion of those actively engaged in the classroom of our elementary and secondary schools. The schools are no longer shirking that responsibility nor are they content to look to the college as once they were any more than the colleges have been wont to look to the secondary schools. *But*, leadership is necessary and it must be found together. We turn to each other for mutual discussion, co-operative pooling of ideas, collaboration in research and experimentation, joint definition of plans and objectives, with the confidence that through such collaboration and *only* through such channels will be found the developmental solutions to our responsibilities. This conference is a happy augury that the way to such solutions can and will be found.

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PRIZE WINNER—Future-teacher James F. Wheeler, Oregon State College, a young man of 23 who served as navigator on a B-17, won first prize for his essay on "The Teacher and the United Nations" in a contest sponsored by the American Association for the United Nations. Gist of the paper: "A peace based exclusively upon the political and economic arrangements of governments will not be a peace which could secure the unanimous, lasting, and sincere support of the peoples of the world. The peace must be founded upon the intellectual and moral solidarity of mankind. What shall we teach, then, in the classrooms? The structure of the United Nations? Yes, just as we should study the structure of our community, state, and national governments, not as ends but as means to intelligent citizenship. Other countries? Yes, but emphasize the ways and lives of the people rather than the succession of rulers and wars. Current events in the world scene? By all means. Follow the activities of the United Nations, UNESCO, ILO, the World Bank, as well as those of the world powers. Above all, encourage democracy in your classroom and school, take a look at your own attitudes and evaluate them. Do whatever you can to promote in your students the development of a philosophy of life which will lead to happiness."



## The College Looks at the Schoolmaster

CHRISTIAN GAUSS

**I** WOULD rather have the schoolmen look at me and even make derogatory remarks which would let me talk back, than to open up this conference. A Frenchman has said, "In original research, you must be careful or you will find what you are looking for." I shall not be guilty of this type of wishful thinking. I am merely going to list all those things which I never hoped to see.

The first thing that I see which I wish were not true is this: In America the college teacher and the school master live in two mutually exclusive worlds. Schoolmasters' students often go from school into college. Schoolmasters rarely move—as they do in the French system, for instance—from teaching in schools to teaching in colleges. We do not live in one world; we live in two worlds which are only tangential. You give young pupils diplomas, passports, which allow them to cross the otherwise closed frontier from your world to ours. Directors of admission in the colleges clamp on immigration quotas and exclude some of those you'd like to have us admit. The college man occasionally accuses you of issuing bogus passports. Education in America would gain greatly if this caste system in teaching were broken down.

As I see it, of schoolmasters there are two main *genera*; teachers in public high-schools and teachers in so-called private schools. Under each *genus* there are any number of species. Teachers in country day schools, for instance, differ somewhat from teachers in what might be called old-line private schools. Teachers in metropolitan high schools differ from teachers in small towns and rural districts. Schoolmasters in old-line private schools are often too desperately concerned with their school's tradition which too often means the tradition of the old tie. The teaching in the more strictly intellectual disciplines of mathematics, English, history, etc., is often excellent, but the masters are often too much

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Mr. Christian Gauss, Dean Emeritus of the College, Princeton University, Princeton, New Jersey, presented this paper last May at the *Princeton University Bicentennial Conference on Secondary-School Education*.



concerned with teaching special manners, a sort of protocol of manners, as well. They often give their students an upper-crust class consciousness which never wears off. I am sure there are no representatives of such schools present here, but if there were I would issue this warning. Good manners in a democracy, indeed anywhere, depend on a sympathetic understanding of all sorts and conditions of men. The clientele with which these unrepresented schools deal is too restricted to give their students this. I have occasionally seen such graduates of what might be called our spiffy schools, who have only a sort of court etiquette, or school protocol. They do not have manners; they really have only a manner.

The uppishness or offishness of the high-school teacher springs from a quite different cause. The presence of so many high-school teachers in this conference indicates that there is none of that offishness here. Where I have encountered it, it manifests itself in the resentment that the high-school teacher feels because, as he puts it, "You college people think that our sole job is to prepare students to enter your institutions. You try to dictate to us the curriculum we shall follow. We have," they tell us, "a different and a larger responsibility. Our responsibility is to our community. A large percentage, even of our graduates, are not going to college at all. We must give them the education they need and we know what type of education this is, far better than college admissions officers and deans."

#### SHAPING THE AMERICAN MIND

I am going to put before you for discussion certain considerations which I believe concern us all. As our time is short I must present them in dogmatic fashion. Let me offer two suggestions:

1. That we denationalize our curriculum somewhat.
2. That we introduce more democracy into the life of our schools.

The Athenian Plato, the Spaniard Cervantes, the English Shakespeare, the German Goethe, the Frenchman Balzac, played a large part in shaping the American mind. By the excessive emphasis on courses in American history and American literature and American civilization we are cutting ourselves off from the broader, deeper, more humane currents in our own American tradition which is the humane tradition. The Declaration of Independence is not in the nationalistic but in the humane tradition. It owes more to the ancient stoics, to Roman lawyers like Cicero, and to the Christian religion than to any notions of Anglo-Saxon particularism.

Much in American history happened before 1776 or 1492. The birth of Christ in Palestine still arouses a deeper emotional response in Americans than

even the Fourth of July. When Americans in 1947 speak of their own friends as Quixotic, they do not imply that they are 17th century or Spanish, or are guilty of un-American activities. They imply that Cervantes in 1600 illuminated for them a segment of human life and experience which Americans today accept as significant and true. So of Shakespeare's *Hamlet* and Goethe's *Faust*. These masterpieces are not outside our tradition. They are a more significant and integral part of it than Phillip Frenau or Charles Brockden Brown. Henry James is not a less great novelist because he learned his art from the Frenchman Balzac; T. S. Eliot is not less significant or less truly American than Ella Wheeler Wilcox because he learned his art from the Greek tragic poets, from the Italian Dante, and the Frenchman, Baudelaire. A work of literature becomes a masterpiece in proportion as it transcends historical and temporal limitations. Mark Twain's story of Huckleberry Finn and Tom Sawyer is great and one of the favorite books of Soviet Russia not because it is a picture of life on the Mississippi in the 19th century but because it presents significant aspects of the eternal spirit of boyhood. As Terence said long ago, nothing that is significantly human is alien to us, and it is a perversion of the truth to regard these great masterpieces of world literature, which have meant so much to Americans, as alien or foreign literature.

Let us admit that we have gone farther in this direction than is wise if we are to live in one world. Only we and the Germans had nouns like *Deutschthum* and *Americanism* which symbolized perfection, the very button on History's cap. To our English friends *Britishism* or *Englishism* still means something limited and provincial. So *Frenchism* or *Gaulism* to the French. Let us not in our curriculum try to outdo the Germans.

#### TEACHING DEMOCRACY

Now about teaching democracy—Our belief in this country that "education is the salvation of democracy" has proved to be naïf and fallacious. The Germans were not an uneducated people. In technology and science they stood in the very front rank. Their percentage of literacy is higher than our own. Until quite recently the German universities were generally regarded as among the best in the world. Quite evidently the type of education and specialized research of which the Germans were masters was not an instrument for promoting or saving democracy.

I shall not in this connection discuss the private school, for I could not hope to add anything to that sincere and clairvoyant analysis of its problem which has recently been made by a distinguished member of this conference, Claude Fuess of Andover. Nearly all of you have read it and I shall merely refresh your memory by recalling a few passages.

"Our independent schools in the past have turned out altogether too many graduates who belong to the country-club set and who feel that they have performed their civic duty when they have grudgingly paid their taxes and damned the government."

"The whole philosophy of democracy can be reproduced on the campus."

"I am sure that we can go much farther than most of us have done in developing community responsibility."

"I content myself with asserting that the gravest perils to American independent schools will come from snobbishness (in all of its manifestations), bigotry, provincialism, reactionism, smugness, stupidity, and inertia—the seven deadly sins of our type of education."

Mr. Fuess is one of the opinion that our disorganized world does not need more intelligence. It needs more character; and what he tells us of the independent schools is true of the independent college.

#### EQUALITY OF OPPORTUNITY

We can no longer hug the illusion that our processes of selective admission bring us the ablest young men in our country. The results of the tests given to the army are on this score shocking. Of the highest seven percent in these tests only one fourth were college graduates. We are told that very large numbers of men who showed high potentiality never went beyond secondary school and many not that far. All independent schools and independent colleges are earnestly trying to extend their range through scholarship programs and thus bring in a larger percentage of poor boys. But with the very best we can do we must admit that we do not deal, even in the state supported institutions, with a fair cross section of American youth and that we are all rich men's colleges. Much as we dislike to admit it, there is much less equality of opportunity for education in America than in the Soviet Union and we must meet this criticism which the Russians make of our democracy, far more frankly and effectively than we have. As Soviet writers point out, the ceiling of opportunity is also too low over the heads of certain minority groups like the negroes. There is great need for more adult education. Where school and college campuses and buildings are idle in the summer we might rectify the balance somewhat by organizing such courses and by turning plants over for this purpose during our summer vacations. Many students regularly enrolled in high schools, independent schools, and colleges would gain by taking the places in industrial plants temporarily vacated by employees who enroll in such summer courses in adult education.

The average high-school teacher suffers under certain disadvantages. He is more heavily underpaid. His classes are too large for effective teaching. Taxpayers too often believe their sons and daughters are entitled to high-school diplomas as American citizens and it is too often impossible to make diplomas cer-

tificates of scholastic achievement. Having said this, I wish to emphasize that in my opinion our high schools, particularly where there is no racial segregation, are our most effective training schools in American democracy. Here boys of any national origin, without distinction of race, color, or creed, from either side of the tracks are accepted on the same terms. We do not realize sufficiently what it means to our Yugoslav or our Polish immigrants to have one of their sons in a perfectly free competition win a place on the band or basketball team and then earn the right to represent his town on gala occasions. Neither do we realize what it means to our negro population. This to them is true democracy, democracy in action and practice. I agree with Werner Richter, a former minister of education in the Weimar Republic, that it was the total absence of any such training school or melting pot that made it impossible for the Germans, in spite of their formal education and proficiency in research, to understand or to practice democracy. What we need most if we are to prepare young men for democratic living in one world is not more Ph.D's in schools and colleges. As I see it, there is no correlation between our overspecialized Ph.D's and effective teaching for American democracy. I believe it is, therefore, a very serious mistake of many of our educational systems to grant automatic increases to teachers who manage to sweat out Ph. D. degrees.

We do not need, on the school and college level just now more research into democracy or even into American civilization or American history. The truths of democracy are not difficult to understand. They are only difficult to practice. They are the very simple truths of the Christian religion, the brotherhood of man and the social ethic which this involves. The key word for all of us teachers is the word community. Our curriculum must be designed to make clearer to the student the extent and kind of community to which modern man belongs and his relation to it. That is the task of sound general education today. It cannot be discharged by teaching more nationalistic history, even American history. Preparing young men for life in a democracy is a matter of developing larger perspectives, and of deepening moral insight. Above all it is a matter of inculcating habits. This is never effective unless presented in practice, the practice of the school and the habits of the teacher. Just now, as I see it, an ounce of practice is worth a pound of publication.

The first responsibility of every teacher is to discover the truth. The second and more important responsibility of the teacher of democracy is to publish the truth. But the only effective way of publishing the truths of democracy is to put them into practice, to live up to them. Effective teaching for democracy can only be carried on by teachers whose own habits and way

of life indicate that they are convinced that the most important of all the liberal arts is the art of learning to live and work co-operatively ~~with all other~~ men; above all, with their students. Only in this way can the social ethic of democracy be spread and made convincing. Only in this way can the student ever learn the deeper meaning that lies behind the word humane, and behind our own humane American tradition.

## The Navy's College Education Program

JOHN C. LANG

*Educational Specialist, Bureau of Naval Personnel, Washington, D. C.*

**T**HE United States Navy is now offering the young men of our country an opportunity to obtain a four-year educational scholarship. They will have an opportunity to serve as a regular or reserve officer in the greatest Navy in the world. This opportunity is made available through the Naval Reserve Officers' Training Corps. This college program leads to commissioning as an officer in the Navy, Marine Corps, or their Reserve components.

The NROTC program is open to those unmarried male citizens of the United States who are high-school graduates, who are scholastically qualified for admittance to an NROTC college, and who will not be less than seventeen nor more than twenty-one years of age on July 1, 1948. Men who are accepted for the program must agree to accept a commission in the United States Navy or United States Marine Corps upon completion of the course. The physical requirements are those set up as standard for commissioning in the Navy or Marine Corps.

Those who qualify may indicate a choice of one of the 52 colleges and universities where NROTC Units are located. Tuition, books, and fees are paid for by the government. In addition, each regular NROTC student receives a retainer fee of \$50 per month while he is in the NROTC unit. Three summer cruises of six to eight weeks' duration are part of the program. Upon completion of two years of active duty following graduation, there will be an opportunity to obtain a permanent commission or to be released to inactive duty with a reserve commission.

Applications must be mailed to the Naval Examining Board, Box 709, Princeton, New Jersey, by November 10, 1947. The competitive examination will be given on December 13, 1947, at designated cities throughout the United States. Complete information about the program is available to high schools, colleges, and Offices of Naval Officer Procurement.\*

## The Layman Looks at School and College

WILLIAM G. AVIRETT

**A**T the outset it may be useful to define the term "layman." He is a member of the "general public," has a profound respect for education in general—as distinguished from "general education," which confuses him—and looks at both school and college through glasses of limited vision.

With Mrs. Pritchard of the *Wayward Bus*, he believes that "education is good" and is inclined to complacency over the British discovery in 1944 that it is good for all. The fact that it took Britain two world wars to arrive at this conclusion—wars in which she bore the full heat of the day—only confirms him in his own faith. He is a little puzzled by Sir Richard Livingstone's observation that everyone in England wants an education and no one in England cares what kind. The layman likes all kinds.

More specifically, he looks on college both as a logical social goal and as a modern prerequisite on the road to success. He assumes that the two essentials consist in obtaining admission for his son and in covering all costs by payment of tuition—delivery on the contract is the responsibility of the college. More recently he has begun to believe that the tuition charge is a public obligation.

He looks on the public schools, quite rightly, as the traditional heart of the democratic society. He is bewildered by the gap which has opened up between his confident expectations and the stories he hears of daily performance in the schools. The cost of closing the gap, and then of full-scale advance, he leaves to the public treasury with only an uneasy glance at the tax program which it will entail.

He is particularly disheartened by talk of "the crisis in teaching" and of the growing difficulty in recruiting new blood for the profession. That we must have good teachers, and that they must be paid adequate salaries, he realizes,

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Mr. William G. Avirett, Educational Editor of the *New York Herald Tribune*, presented this paper at the *Princeton University Bicentennial Conference on Secondary-School Education* held last May at Princeton University, Princeton, New Jersey.



but he wants them to be really good and to earn their money. In sum, he has little understanding of the fact that our high schools have grown thirty times faster than the general population in recent decades, and has even less understanding of the variety and complexity of the problems now shouldered by our harassed superintendents and principals.

On independent schools he looks with considerable misgiving, regarding them as expensive and dubious luxuries. He has a vague idea that they are inconsistent with democratic theory. At the same time he is not unhappy if he can arrange for his son or daughter to enter one.

#### THE LAYMAN AND HIS SOURCES OF INFORMATION

Somewhere he has heard that the era of the great headmasters is passing, that the independent schools are becoming less personal and more institutional, that they do have scholarship programs and campus democracy, that the life at Groton and St. Mark's is spartan, that their graduates made good officers—and good enlisted men—in the last war. But the concept that they exist for wealthy and problem youngsters dies hard.

If the layman is a college graduate, he believes himself better informed than the majority, is inclined to base his judgment on personal recollections of a former day, and is not always accurate in his appraisal of institutions which differ in type from the one he happened to attend. If he is a parent, he quite naturally looks at both school and college in terms of their impact on his children. For a less personal and local view, he is in the main dependent on mass media of information, none of which at the moment can be entirely happy with the service they are rendering.

Most culpable in this respect are the movies. We have not progressed very far beyond the stage of glamorizing the superficial. Perhaps it would be fairer to say that the almost infinite possibilities of the film—in audio-visual aid to education, in dramatizing our social and cultural history, and above all, for purposes of this argument, in informing the laymen on the educational process—have just begun to be realized.

It seems to me that the radio, despite the barrage of current criticism, has struggled valiantly to popularize education. Understandably enough, it has been more concerned with issues than procedures, with the stuff of discussion rather than with the methods which train future voters and entitle them to take part in discussion.

As for the press, it must be conceded that a limiting factor is the basic concept of journalism: "To be printed, it must be news." News of education, like all news, must be fresh, immediate, a story that has never been told.



It must compete for the reader's attention with news from many another field—politics, finance, sports, drama—fields in which the reader has an established interest and is served by the most experienced of our writers.

In consequence, staff members who devote their entire time to education are a rare species, akin to the duck-billed platypus, and may resemble that engaging creature in more ways than one. Their lament is that even their inadequate labors frequently go unremarked.

#### THE LAYMAN AND THE COLLEGE

Accordingly, the first point a layman must make is that he is not very well informed on either school or college and would like very much to know more. It has been said that "almost everyone is a parent or knows some one who is."

Inescapably the burden of supplying the information falls on the schoolmaster and on the college administrator. The reluctant realization of this essential coincides with the postwar need for wide-spread public support. It coincides with the gradual passing of an old guard of generous donors, with the mounting spiral of academic costs, with the need for more modern and unfortunately expensive equipment, and, above all, with the determination to do a proper postwar job, at all levels, in public and in private schools alike.

The second point, to a layman, concerns our colleges. Time permits only a series of questions. First, when your present patriotic obligation to the veteran has been met, and those institutions which can do so have reverted to normal size, what will happen to the ground swell of graduates from secondary schools which may in time equal the tidal wave of veterans and present a more permanent challenge? In particular, will you select for admission only the intellectually gifted, or will you look for boys of character and potential leadership whose primary qualification is not intellectual?

Again, as you develop ever more promising curricula in the liberal arts, will your interest develop in the extracurricular field? Or is the college uninterested in what goes on outside of the classroom, aside from matters of discipline and good name? What is your comment on the fact that industry's first question of the college graduate is: "What was your extracurricular record? What did you do in college that proves you can live and work with others?"

In the same vein, as your academic offerings shift their emphasis to meet the new demands of postwar society, do you intend to improve your programs of counsel and direction, to give the student a sense of purpose and future usefulness in a modern world. Or is the road ahead, for him, of no concern to the college?

This leads to a consideration of the "new realism" of which we hear on every hand. What of the demand, politely presented by the veterans, that their instructors be competent and that the value of their instruction not only inhere but be clear to the student? Can you demonstrate the tangible worth of the knowledge you impart and at the same time preserve the priceless intangible of the adventure of learning?

#### THE LAYMAN AND THE SCHOOL

There are other questions the layman would like to ask the colleges, but it is time he asked some of the public schools. To begin, is it your first task to salvage at least some of the fifty per cent of your students who drop out of your high school before graduation? Can you do it by any other appeal than by essentially vocational training adapted to their needs and capacities?

Second, in view of the national record that three out of four of your graduates do not go on to college, is your primary responsibility to those whose formal education ends on your commencement stage? Can you discharge this responsibility—in terms of standards of value, of citizenship, and of preparation for early entrance into the community—and give them much more than the common core of fifty per cent in general education so wistfully urged by the Harvard Report?

Third, with all the demands made by the community on your staff and your students for extrascholastic activity, in addition to the pressures noted above, can you still find time to do an adequate job of college preparation for those who plan to go on? Can you keep your college and noncollege groups together as one loyal student body? Can you resolve tensions, such as those of race and creed, suffer the emotional rather than rational criticisms of parents and public, and still meet the expectations of our colleges? Or must their demands on you be lightened and their trust in your judgment of a boy's capacity be deepened? In sum, must you be left more to your own devices?

And fourth, can you keep your teachers dedicated to the practice of a great profession or must their status become that of the civil service? The question is not one of finances alone and is concerned with the intangibles of morale, ethics, and social attitudes.

In conclusion, the layman must ask his questions of the independent schools. Are you in fact independent? Or are you by your very advantages committed to the public service?

If so are you actually doing a far better job than more burdened institutions can do? Are you actually the laboratories in which new methods and new concepts are tested for the general good? Are you in close touch with the lead-

ers of our public schools, working together in the best interest of all our children? In short, are you earning the subsidy our society pays you?

More specifically, are you carrying on our great tradition of college preparation, for a cross section of the ablest, at a time when, nationally speaking, that tradition has been weakened? Do you feel both a greater responsibility in this respect and a wider opportunity? Under these circumstances, can you afford academic lame-ducks on your campus or are they necessary to the over-all purpose?

Can you who are unhampered by legislation keep alive and make more significant the religious training which should be so vital an experience at the secondary level? Can you who are free from the dehumanizing impersonality of cities—and you even more who do your work in cities and in their suburbs—serve as centers to a wider community, sharing your advantages and helping a restless and nomadic people to put down some roots again?

If so, then the public ignorance of your function cannot threaten your place in the broad pattern of American education. All laymen would agree that this pattern must be flexible and decentralized, that in it there is room for all types of schools and colleges, provided only that their work be warm and honest and contribute to the tremendous national commitment to give America's children their chance.

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**SHARE YOUR FRIENDSHIP!—SHARE YOUR GIFTS!**—The American boys and girls, under the leadership of their teachers, have already brought Yuletide happiness to more than 500,000 children in liberated war-torn countries, since the end of the war. To each present sent to these children, a friendly note was attached and hundreds of thousands of letters are now streaming back and forth between donors and recipients. Friendship among the young is growing across all frontiers.

Would you like your students to have friends in other countries, chosen by themselves? Will you help them make up their parcels and write a letter? These individual parcels could be packed in cartons and should be sent by freight before October 31, 1947 to **WORLD FESTIVALS FOR FRIENDSHIP** warehouse at 35 E. 35th Street, New York 16, New York, who will ship them overseas. To help defray shipping cost, 10 cents for each pound of the parcel's weight should be sent to *World Festivals for Friendship* office at 2 W. 45th Street, New York 19, New York, Suite 1401. The gifts will be distributed at the World Christmas Festivals, celebrated simultaneously in more than 14 countries on December 15, 1947. Through a special agreement with the United Nations, the children who will be fed and taken care of by the United Nations Appeal for Children, will be guests at the World Christmas Festivals and will be among the recipients of the gifts from the American children. For further information write to: *World Festivals for Friendship, Inc.* 2 W. 45th Street, Suite 1401, New York 19, N.Y.

## Who Shall Teach?

HOLLIS L. CASWELL

**T**HE teacher is the most important factor in the school's effort to educate the young. Curriculum plans, textbooks, libraries, laboratories, and all other facilities and arrangements are merely aids—or handicaps—to good teaching. The potentialities of a school must be realized through the work of its teachers. Therefore a central question in the projection of a program of secondary education is, Who shall teach?

From one point of view, this is a poor time to take a critical view of the qualities which good teachers should possess. The briefest of conversations with practically any superintendent of schools will reveal that his problem is to find people, even regardless of qualifications, willing to help staff the schools. The teacher shortage in all parts of the nation is becoming increasingly acute. Provisional certificates granted in the various states number in the thousands. It is indeed a time in which it is difficult to be optimistic about the improvement of teacher selection and preparation over prewar standards.

From another point of view, however, it is a good time in which to take a look to the future. Salaries are being substantially increased and all the teachers who can be prepared will be anxiously sought for several years. There undoubtedly will be an expansion in teacher education programs and it is not unlikely that substantial forms of encouragement, such as scholarships provided by the several states, will be offered. When existing standards are being overturned, new incentives offered, and available facilities are inadequate, it may be just the time to project a better concept of the kind of teacher the secondary schools of America should have.

The answer one gives to the question, Who shall teach? depends largely on his concept of the function of secondary education. If the secondary school is viewed primarily as an institution in which the great group of American youth are tested and those who hold the possibility of leadership sorted out and

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Mr. Hollis L. Caswell, Associate Dean of Teachers College, Columbia University, presented this paper at the *Princeton University Bicentennial Conference on Secondary-School Education* held last May at Princeton University, Princeton, New Jersey.

prepared to undertake advanced study in college, the qualities needed by teachers are one thing. If, on the other hand, the secondary school is viewed as an institution with responsibility for providing education for all the youth of our country appropriate to their abilities and needs, if it is viewed as a school with a central obligation to guide pupils in becoming good citizens, wise parents, wholesome persons, and productive workers, then the qualities required of teachers become another matter.

The way the teaching process is viewed also is a consideration of first importance in determining who shall teach. Teaching in secondary schools may be looked on primarily as a matter of imparting defined and organized bodies of knowledge to the young. According to this view, those who have the intellectual power to master the prescribed material can achieve a secondary education; those who lack this power must be content with elementary education and, possibly, vocational training. A contrasting view is that teaching in the secondary school should be primarily concerned with providing conditions and guidance which stimulate each youth to the fullest possible development of all his capacities. The test of teaching is to be found in the growth of boys and girls into good men and women. The standard is the best that can be achieved.

#### GENERAL REQUIREMENTS

The position I take on these matters will become evident through a statement of the principal requirements which the secondary-school teacher should meet. I shall present five requirements, with a brief comment on each.

*The teacher should have a wholesome personality and broad interests.* The first requirement of a teacher is that he be a person whom young people can admire and respect. What a teacher does teaches so much more than what he says that there is no field in which the personal qualities of the teacher may be safely overlooked. The personal relations of teacher and student are always a powerful influence on the outcomes of teaching. A teacher who does not have a personality such as makes possible the establishment of good relations with others has a most serious handicap. Also, the teacher with narrow interests and circumscribed living is limited in the influence he exerts on youth.

*The teacher should be concerned with the major problems of our times and should participate as a citizen in constructive social action.* It seems obvious that the teacher should be a good citizen, since it is a major responsibility of secondary schools to teach good citizenship. It is generally recognized that this objective cannot be achieved through courses in citizenship, but that it must be realized through the entire life and program of the school. Such being the case, it is necessary for each teacher to exemplify in his own living those general

qualities which our system of education is maintained to achieve. He should establish his worth in the community in civic affairs, keeping informed on significant problems and demonstrating in public activities high-level civic competence. This is so not merely because example is important, but because it is only through his own experience that the teacher can give his teaching vitality and significance. If he does not have firsthand experience in relation to the ideas he is dealing with, they become a mere matter of words.

*The teacher should be committed to the democratic ideal and should see education of all our youth as a principal means of its achievement.* The importance of the general point of view held by the teacher can hardly be overemphasized. Too often teachers have given little serious thought either to the function which education should serve or to the relation of that function to the values which the teacher holds. With such a lack of purpose, teaching tends to be little more than transmission of the currently approved modes of behavior in the community involved or the memorization of a body of facts. The result can hardly be called education. Teachers should be guided by the great values which our country was founded to achieve and which, in spite of all our national vicissitudes, have been our dominant goals down through the years. Concepts such as those of civil liberties and personal worth should be living, meaningful guides to the teacher—values to be fostered in personal living and brought closer to full achievement through education. Such concepts should be part of a system of democratic values which the teacher understands and accepts as the source of direction for the teaching process.

*The teacher should have a strong interest in youth, understanding their ambitions, possibilities, and problems, and possessing the sensitivity and skill to contribute to their wholesome growth as persons.* One of the greatest weaknesses of teacher education has been the divided emphasis on subject matter and methods of teaching. This has been a weakness not only because of the artificial nature of the distinction but also because it has kept attention from focusing on what it really should—the youth to be educated. The result has been that all too often teachers have had a conviction as to the value of their subject and a few tricks of the trade called methods, but no real understanding of young people. Teaching thus becomes largely a mechanical process of dishing out subject matter rather than an exciting venture in guiding the development of boys and girls. Teachers should understand from firsthand experience how boys and girls grow up in our culture. They should be able to recognize the developmental need of all types of youth and to utilize education for the wholesome fulfillment of these needs. No work in the high-school program is justified unless it has such relevance.



*The teacher should have specialized competence in an area of knowledge and skill appropriate to the developmental level of youth, with the ability to relate this competence to the varying capacities and concerns of pupils.* Historically, both the American college and the secondary school have been under the strong influence of subject specialization developed by the graduate faculties in our universities for the purposes of research. Subjects have been divided and subdivided as knowledge has increased. The result has been greater and greater specialization. Students prepared in these programs on the graduate level have entered the teaching staffs of the colleges, there to extend the process to the under-graduate level. High-school teachers prepared in the college programs have in turn extended the influence of specialization on down into the high school. The result has been tragic in so far as advancement of the broad purposes of the high school is concerned. Courses organized primarily from the point of view of the specialist are so remote from the concerns and capacities of the rank and file of high-school students that they become largely verbal exercises. Being organized mainly to facilitate continued study of the subject, they are generally little related to such matters as citizenship, economic competence, home life, and health, all of which should be central concerns of the high school.

High-school teachers need specialized competences. It is obvious that everybody cannot teach everything. But it is time to face squarely the fact that specialization drawn from the requirements of advanced study and research in the university have put us on the wrong track in teacher education. Specialization for high-school teaching must be in relation to the different purposes to be served in the secondary school and to the age of pupils involved. A situation which recurs again and again in high schools will illustrate the point. A large percentage of these schools can have no more than one science teacher. This teacher must be responsible for all phases of science instruction. Yet there are few if any programs of teacher education in the country which provide for the education of a science teacher to meet the demands made by the typical high-school program. Prospective teachers must specialize in chemistry or physics or botany or some other specific science. They are required to take a series of courses planned to prepare one to continue advanced study in the subject. The result is woefully inadequate preparation of teachers to guide the science experiences of high-school students. The same situation prevails in most of the fields of study. New bases of specialization are greatly needed for the teachers who are to develop a program of secondary education adequate to the needs of today.

Generalizations such as these are often easily accepted but the development of practice to meet the requirements they place on teacher education is



another matter. Probably 80 per cent of the high-school teachers in America are prepared in colleges of liberal arts. For the bulk of them, professional preparation consists in pursuit of major and minor subjects arranged as a rule to meet the requirements of subject specialization and in taking a few courses in education. By no stretch of the imagination can such programs be said to prepare teachers who possess the foregoing qualities. Consider the need to understand youth. A few hours of practice teaching in most instances is the only provision of direct experience with boys and girls made to meet this critical requirement. It is absurd to think that it can be so met. Some will answer that teachers are born, not made; but we cannot safely rely on the accidents of birth to meet the requirements of a system of secondary education with some seven million pupils in its care. Neither can we safely depend upon the typical programs of our arts colleges with a few methods courses tacked on to do the job.

The sound development of secondary schools to meet the educational needs of our times requires an education for teachers which is as adequate to their professional obligations as medical education is to the work of the physician. In the achievement of this goal we have only the smallest beginning. To develop a real profession of teaching in the common schools is one of our greatest educational needs. It is my conviction that this cannot be done incidentally to achieving a general education. Rather, the professional must be built upon the foundation of good general education and both must be matters of continuing and co-ordinate concern.

#### CONCLUSION

In conclusion, it is my view that the problem of securing for secondary schools a larger body of teachers who possess qualities such as the foregoing—at least to such degree as human frailties make possible—can be solved only through the following steps:

1. Making the conditions and rewards of teaching so attractive that the profession becomes a sought-after field of endeavor.
2. Developing means of selective admission to programs of teacher preparation which will give assurance that prospective teachers possess the requisite personal qualities for teaching.
3. Developing programs of general education on the college level to provide for the wholesome development of the prospective teacher in his personal relations, in his responsibility as a citizen, in his social concerns, in his recreational interests, and in the other aspects of his daily life.
4. Developing a basis of specialization for teachers which is appropriate to the education of youth, being freed from the domination of the graduate subject fields and limited methods courses.

## Religious and Spiritual Factors

NORMAN B. NASH

**M**Y subject falls both under "What to teach" and under "To What End"—hence its logical place in our program, for religion should be both a curricular subject and an extracurricular activity, and further should provide the inspiration and the all-embracing purpose of the school. But the bifurcation in our American cultural tradition and educational organization has removed religious education from our public schools and increasingly from our independent schools, though not from our parochial schools (Roman Catholic, Lutheran, and Jewish) or our church boarding schools. The large majority of American youth in secondary schools get secular schooling with religion left out, and of that majority only a small fraction get on Sunday a little religious education from their denomination.

The result for an increasingly large proportion of American youth is either a discontinuity, often a conflict, between their religious and their other knowledge, or else the absence of any religious knowledge whatever. The most serious defect of a secondary-school curriculum is the absence of religious education.

One frequently hears well-founded lamentations over the inability of our youth to recognize a Biblical allusion. Far worse is our failure to confront them with the Biblical view of life, and of man as capable of becoming a child of God. The noblest potential of a man, to know God, is excluded from most American schools, and the pupil is often so trained in secularity that religion seems to him irrational, meaningless traditionalism; the more such education he receives the more impervious to religious faith he becomes.

Christianity then must be restored as the crown of man's knowledge, if the educational system is not to continue to condition our youth against it. This can be accomplished in no small measure within the framework of our existing institutions whose freedom from church control has been to the great gain of American education, though bought so far at so high a price of secularization.

The Rev. Norman B. Nash, Bishop, Episcopal Church, Boston, Massachusetts, was formerly headmaster of St. Paul's School in Concord, New Hampshire. He presented this paper last May at the *Princeton University Conference on Secondary-School Education* at Princeton University, Princeton, New Jersey.

The study of the Bible, of Christian history, worship, morality, and theology can be restored to the curriculum. Such study can be objective without being neutral or hostile; the teacher can be a man or woman of both learning, fairness, and faith. Indeed, unless he is, he cannot adequately convey the meaning of his subject as valid human knowledge.

#### NEED FOR TEACHING CHRISTIAN VALUES

In our public schools and universities, the disunity and disagreements of the churches, and the nonreligion of many taxpayers mean that the subject must be taught merely as a part of our culture, and the teacher while not concealing his own faith can hardly teach for adherence and conviction. He can perhaps go further in the matter of morality, for in this field the tradition has still wide acceptance and the churches differ less vehemently; "character training" and "moral values" are still concepts used by many who are neutral or hostile to the rest of Christianity. But until at least ethics becomes a subject in the school, and training in love of neighbor a part of its endeavor, the pupil receives only a truncated education, or rather, what is missing is fundamental.

The new movement for released public school time during which the churches provide religious and moral training is in many places a more feasible solution than the school's entering this area of education, though it runs the risk of having denominational differences exaggerated out of true perspective. However effected, the restoration of such instruction is essential.

In our independent schools its omission is explicable only if the school and its teachers have abandoned Christianity, and even then the gap in the pupil's knowledge of his culture and of his own possibilities is vast. In independent schools still Christian, the teaching should be less handicapped by the exclusive claims of rival churches, and the teacher, while recognizing such differences, should feel freer to teach for conviction and adherence. And whatever may be his own degree or lack of church allegiance, he had best, if only in the name of objectivity, teach that Christianity is incurably a *church*-religion with the practice of common worship nurturing common faith and brotherhood.

Shall the school itself in some degree be a church, with its own worship? So it was in my boyhood Latin school with Protestant and Roman Catholic pupils. The influence of a more rigid Roman Catholic policy has now ended this, to the impoverishing of the school's life. An independent school is more its own master here, and I suspect that the contemporary decline of school worship and the secularizing of the school assembly reflect the loss of faith and of the habit of worship among schoolmasters more often than any other cause. A non-worshipping independent school is an impoverished school, a sign of the sec-

ular drift of our time, with God bowed out of His rightful place as the source of its truth and the strength of its life. A leading American philosopher gave great offense some years ago by declaring to the faculty of an ultra-liberal college that until they had a chapel they were no true college!

The function of the church-affiliated school and college, like that of the church-controlled school and college, is, of course, to continue to teach in curriculum for adherence and conviction, to give expression to Christian faith in worship, and train their members in that highest of all arts, and finally to practice in their whole life that brotherhood which is in Christ. Such schools and colleges, while quantitatively but a small part of American educational life, will continue to witness to the God of truth, and lead their students into the knowledge of Him who is the way, the truth, and the life. As the motto of St. Paul's School puts it, "They will teach on earth those things the knowledge of which endures in heaven."

Finally, beyond estimate is the importance in schools, public and private, of teachers of all subjects who are advanced in this knowledge of God and impart it because His light shines through their lives. As was said yesterday, we must have men and women who have been called of God to teach, and who teach to His Glory. We shall never have enough of them, but the school which has at least a few saints will do with many of its students what religious curricula and worship aim to achieve; namely, to help them become, and help others to become, the children of God.

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"OCCUPATIONAL SELECTION AID"—This Guidebook (price \$1.00) was written by William Fauquier and Harry E. Shierson, two professional advisers at present holding supervisory positions in the guidance field. Its purpose is to aid in the location, analysis, appraisal, and selection of those specific occupational objectives which are definitely related to a counselee's interest-pattern as measured by the *Occupational Interest Inventory*. More than five hundred titles, presented in four useful tables, have been selected from the *Dictionary of Occupational Titles*. These titles are coded in conformity with the Dictionary and each is provided with a brief job description. Special attention has been directed to (1) the selection of only those occupational objectives which have practical value to the general guidance worker; (2) the arrangement of these occupational objectives into several convenient reference tables; and (3) the presentation of a functional counseling technique—the self-expressional approach to guidance. This technique, reliably tested by experience, expedites the systematic location, survey, and validation of feasible training objectives, related to a counselee's particular basic interest pattern. It is published by the California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California.

## News Notes

**UNIVERSAL MILITARY TRAINING**—The House Armed Services Committee of the session of the 80th Congress held hearings for two weeks on H.R. 4121 and reported out a somewhat modified bill, H.R. 4278. Committee action was 20 to 0 in favor of the bill, but the 13 members opposed to universal military training absented themselves from the Committee meeting hoping thereby to prevent action through lack of a quorum.

The bill differs little from the War Department plan of last January or the recommendations of the President's Commission on Universal Training. All males will be required to register on their 17th birthday (initially all between 17 and 20 who did not register prior to the abolishment of Selective Service). With parental consent they may volunteer while 17 years of age, or, if they have not completed high school, they may be inducted up to 20 years of age but *all others* must be inducted upon attaining the age of 18.

Able-bodied males, other than conscientious objectors and the limited number that may be deferred by law or regulation by the President, must serve in the armed forces; those "physically or mentally disqualified for military training shall be assigned to such training as may be prescribed by the Commission (see below for description of Commission) or, if found by the local (Selective Service) board in accordance with standards prescribed by the Commission to be physically or mentally disqualified for any type of training, shall be deferred." Conscientious objectors are assigned to one year of training "with such department or agency other than the War and Navy Departments, as may be prescribed by the Commission."

The period of required military training is six months' basic to be followed, *within quotas and standards of qualifications as may be prescribed by the President*, by one of ten alternatives: (1) completion of a second six months of military training; (2) voluntary enlistment in any of the regular services; (3) enlistment in the National Guard or Organized Reserve; (4) enlistment in the Enlisted Reserve Corps; (5) entrance into the Military, Naval or Coast Guard Academies; (6) enrollment in the Naval and Marine Corps officer procurement program; (7) enlistment in Army or Navy Reserve Corps and entrance upon a college course in ROTC or NROTC with mandatory acceptance of a commission; (8) enlistment in Merchant Marine Reserve, U. S. Naval Reserve and entrance into either the U.S. Merchant Marine Academy or a Navy Accredited State Maritime Academy with mandatory acceptance of commission; (9) enlistment in the ERC of the Army, Navy or Marine Corps and assignment for "an approved course of technical or specialist training in such school, college, or university as may be approved by the head of the appropriate Department; and (10) enlistment in the ERC of the Army, the Volunteer Naval Reserve or Volunteer Marine Corps Reserve for a period of six years during which "such trainee shall be subject

to a maximum of six months' active duty training, of which not more than one month will be required in any one year."

The number of years of required military service is designated by the law or by military regulations for all of the alternatives except 2, 3, 6, and 8. For these the law authorizes the President to fix the length of training beyond the six months basic. *Every alternative makes the individual subject to military control for a period of several years.* Although the bill states that when an individual is discharged he returns "to full civilian status," every male who has served in the armed forces must keep his local Selective Service board informed "of his current address and change in status" for a period of six years after he has completed the basic training.

Training programs would be operated by the Army and Navy and, for those not in the military program, by a designated agency. "General supervision, inspection, and control" of the programs would be vested in a three-man National Security Training Commission appointed by the President, one of whom shall be a member of the armed forces; an executive director appointed by the Commission; and a general advisory board of 10 to 25 members also appointed by the President, not less than three of whom shall be from the armed forces. The board has only advisory functions pertaining to "the moral, religious, recreational, informational, and educational phases of the program."

The bill authorizes the establishment of a Selective Training System with local boards and authority comparable to the Selective Service System. Trainees would receive a cash allowance during the period of training at the rate of \$30 a month and their dependents would reserve also \$50 per month for one and \$65 for more than one. It is perhaps significant that the bill includes a 40-page code-of-conduct listing some 25 offenses, including disrespect and insubordination, assaulting persons in authority, and absence without leave and prescribes the punishment or the means of determining the punishment.

No action was taken on the Committee recommendation of the House although it is now on the calendar for House action in January, 1948. The Senate held no hearings on the bill and will undoubtedly do so when, or even before, they reconvene.—American Council on Education.

**UNITED STATES MERCHANT MARINE ACADEMY**—High-school graduates and high-school seniors may qualify for an appointment as a Cadet-Midshipman in the U.S. Merchant Marine Cadet Corps. Several thousand aggressive young Americans have availed themselves of the educational and career opportunities offered by the U. S. Merchant Marine Cadet Corps. These young men have obtained a thorough professional training, an excellent educational background, and have gone on to successful careers as ship's officers in the U.S. Merchant Marine and to responsible positions in the great maritime industry, and government service. Those who qualify and receive appointments as Cadet-Midshipmen receive a four-year course combining training along professional lines for a career in the Merchant Marine with a college education. Cadet-Midshipmen receive food, quarters, and pay of at least \$65 per month.

The four-year course consists of three years at the Academy and one year at sea on board merchant or training vessels. This gives the Cadet-Midshipman an opportunity to learn at firsthand about the ships in which he will later serve as



an officer. The year at sea, in addition to serving as a practical laboratory, affords an excellent travel opportunity with visits to many foreign countries. The courses of study at the Academy are all on a college level. These include professional subjects such as marine engineering, navigation, electricity, ship construction, naval science and tactics, and also, courses in economics, business administration, languages, history, science, *etc.* An act of Congress authorizes the Academy to award a Bachelor of Science degree to its graduates when the Academy is accredited by the Association of American Universities.

Application forms, catalogues, and complete information may be obtained by writing to: Deputy Supervisor, U.S. Merchant Marine Cadet Corps, U.S. Maritime Commission, Training Division, Washington 25, D.C. The entrance examination is scheduled for November 3, 1947.

**FAT SALVAGE TOTALS 810,000,000 POUNDS.**—In five years of operation, the American Fat Salvage program has been responsible for collections of used fat amounting to 810 million pounds. The chairman of the Committee pointed out that during the past 60 months an average of 13 million 500 thousand pounds of badly needed fats and oils were saved from going down the drain and turned over to industry each month. Of the total amount of fats and oils salvaged, 625 million pounds were saved in American homes and the remaining 185 million pounds were recovered by the armed services. The Fat Salvage Program was instituted in August, 1942, as a government-industry sponsored project to alleviate the critical shortage of fats and oils brought about by the war. From that time to date, the program has contributed approximately 10 per cent of total domestic production of industrial fats and oils. With the end of the war in August, 1945, the United States, as well as the entire world, still faced an acute shortage of these vital raw materials. With the cessation of hostilities, the military contribution became smaller and the job of salvaging kitchen grease in the home became even more important.

Today the world still faces a critical shortage of fats and oils. Government experts estimate that it will be many months before stocks of fats and oils, which were depleted during the war, will be rebuilt. The Committee now appeals to homemakers to continue their salvage efforts and adds to the promise that the Fat Salvage program will not be extended one day beyond the time when government experts say it is no longer necessary.

**BETTER PAY FOR TEACHERS.**—When school reopened in September, the teachers of this country found that conditions, as far as they were concerned, had improved. A survey shows that the nearly 900,000 public school teachers will receive increases totaling \$350,000,000 over last year. This will mean approximately \$400 for every teacher in the country. In addition, many school systems have voted bond issues for new buildings, or have begun the long uphill job of renovating and restoring school plants that were neglected during the war. Although the crisis in American education is not over, the first forward steps have been taken.

Basically, the people of this country are convinced that a sound public school system is necessary. If we are to preserve the democratic way of life we must have good schools. Even though salaries have been increased, the larger

job remains to be done—that of correcting the many unsound practices that have crept in during this emergency period. We still have too many emergency, sub-standard teachers in the profession. Equipment, supplies, books, and other classroom materials must be brought up to date. America is proud of its teachers and of the service they render to society. It will take considerably more money to show this appreciation in concrete form—but it will be money well spent. *New York Times*.

AN EVALUATION OF THE HIGH-SCHOOL GRADUATE.—An article by Dr. T. D. Weeks, President of the University of South Dakota, in the June 14, 1947, issue of *School and Society* lists the following 15 qualities which indicate strength on the part of the graduate and also 20 shortages manifested in the high-school graduate:

*Qualities of Strength:*

1. Health is at a higher level.
2. Enthusiasm is a quality of the graduate.
3. Strength of character is apparent.
4. They have a fund of general information.
5. They engage in valuable leisure-time activities.
6. Poise is one of their assets.
7. Oral expression is evident.
8. They are pleasant and courteous.
9. They are adept in the niceties of modern society.
10. They are receptive and will respond to leadership.
11. They will share in community activities.
12. Co-operation is well developed.
13. They are better trained in the fundamentals.
14. They are socialized beings.
15. They make friends and win friends.

*Shortages:*

1. They lack real ability to use the tools of communication—reading, writing, and spelling.
2. There is lack of definite motivation.
3. They do not possess well-recognized goals.
4. Vocational training is ineffective.
5. The community is not properly utilized.
6. The curriculum, both regular and extra, is without proper evaluation.
7. Physical education does not carry over into adult living.
8. They know too little of what constitutes democracy.
9. They have too little of scientific thinking.
10. They do not see the relationship between cause and effect.
11. They cannot analyze a situation.
12. They do not have the habits of thinking in reading.
13. Their preparation for further higher education is poor.
14. There is inadequate education relative to economic and international problems.
15. They have not developed intellectual interests.
16. They lack educational values coming from work experience.

17. There is inability to concentrate, lack of self-discipline necessary to doing the unpleasant things.
18. They do not know how to study.
19. They know little or nothing for sure.
20. They cannot read or write their ideas.

THE STATUS OF FEDERAL AID TO EDUCATION.—*Federal aid to education.*

—The House subcommittee on education concluded its 17-day hearings on the McCowen Federal Aid to Education bill, approved it by a vote of 6 to 2, and placed it on the calendar of the full Committee on Education and Labor. The Senate Committee on Labor and Public Welfare approved the Taft Bill by a vote of 9 to 3.

AUXILIUM LATINUM—This publication, issued bi-monthly (October to May, 20 issues) by the Association for Promotion of Study of Latin, Elizabeth, New Jersey, has just completed its nineteenth year of work in conjunction with Latin activities and this school year will celebrate the 20th volume of continuous publication for the 1947-48 school year. Membership for students in the National Latin Honor Society sponsored by this organization is made possible by teacher certification to the effect that the student had maintained a 90% average in Latin for the first three quarters of a school year. Then Latin-inscribed Diploma-Certificates are sent gratis to the teachers for presentation to students. During the past school year, 8,600 students were admitted.

Every spring a National Competitive Latin Examination is conducted by the Association for students to establish national semester norms (16 different semesters) and to afford students an opportunity to win four kinds of Achievement Certificates and four kinds of Medals for themselves and Trophies for their schools under established conditions. This past school year, 13,000 students competed from the 48 States, Canada, Alaska, and Hawaii.

The magazine, *Auxilium Latinum*, is published as a supplementary Latin text, to be read periodically in the classroom and at Latin Club meetings. The 20 pages of each issue are filled with an all-Latin content, equivalent in reading matter to a magazine twice its size because no commercial advertisements are printed. Latin students enjoy reading the interesting contents on modern subjects that bring Latin study up to the 1947 atmosphere; such as, aviation stories, war news, American aviator's biographies, a page of news highlights, a page of jokes, a page of puzzles and enigmas, movie stars' biographies, dialogues, crossword puzzles, plays, Titurius Terribile comic-strips, varied adventure, ghost, detective, mystery, and Indian stories, poems, Latin correspondence, question and answer department, Latin conversation, modern Latin vocabulary, stories about our American Generals, etc.

All the published Latin material in each issue is so edited with numbered footnote translation helps that this Latin magazine may be read with ease by all Latin students who have studied Latin for one year. No dictionaries or vocabularies need be used. This sight-translation ability of reading the up-to-date Latin articles delights students and encourages them in Latin study. In this way it attempts to whet the student's appetite for Latin and to sustain his interest in its further, continued study. Many schools have reported increased enrollment in

Latin and kindly attribute it to *Auxilium Latinum* and its affiliated projects. Student Membership cards in the Association are issued gratis to all subscribing students and also Adult Membership cards to teachers and other lay people who are subscribers. Subscription rate for *Auxilium Latinum* is 75 cents each with the following special rates for quantity subscriptions: 2 to 5 subscriptions, 60 cents each; 6 to 25 subscriptions, 50 cents each; 26 to 75 subscriptions, 45 cents each; 76 to 100 subscriptions, 40 cents each; 101 to 250 subscriptions, 35 cents each; and over 250, 30 cents each.

**COMMITTEE FOR ECONOMIC DEVELOPMENT**—A program designed to strengthen small business in its management, in its finance and with respect to taxation, and to improve competitive opportunity is contained in a statement on national policy made public by the Committee for Economic Development. The statement, which follows two years of study by the CED Research and Policy Committee, was made public by Paul G. Hoffman and Raymond Rubican. Hoffman is president of the Studebaker Corporation and CED chairman, while Rubican is chairman of the Research and Policy Committee.

The statement declares that the number one problem of small business is management, and that more failures are due to lack of skill in running the enterprise than to any other single cause. The committee makes several recommendations to solve this problem. It proposes that manufacturers, suppliers, and trade associations increase their technical aids to small business, that community organizations widen their services, and that colleges and universities set up special training courses in this field. Continuing research in the field of small business and expanded service to it by the Department of Commerce also are recommended to improve the levels of management.

In the field of financing, the statement points out that the biggest problem of small business is long-term credit and equity capital. It also states that, while in times of prosperity most small business men receive all the short-term financing they can reasonably use, small business needs assurance that its credit sources will not dry up in emergencies.

The report suggests that bankers' associations prepare credit manuals and expand counseling services to assist small enterprises in their financing operation. It is recommended also that financing institutions engage actively in the formation of financial companies which will invest in small or new concerns. The committee feels that community development corporations, although probably limited in scope, are worthy of encouragement.

The statement calls for supplementing present banking facilities by the establishment of new capital banks to provide capital loans and equity capital for small business. In making this proposal the statement says: "The commercial bank is ordinarily not geared to the sharing of investment risk with its borrowers. There is, therefore, need of a financial agency devoted exclusively to the requirements of small business for long term and equity capital."

The statement recommends establishment of capital banks as an extension of the present commercial banking system. These capital banks would be chartered under the Federal Reserve System operating under banking rules adapted to their special purposes. Initially the stock of a capital bank for a given commu-

nity or area could be subscribed by the banks therein up to a specified percentage of their capital and surplus. Business firms and individual investors also should participate.

The CED Research and Policy Committee believes the Federal government should avoid subsidies, direct loans, or unrestricted guarantees on commercial loans to business, except in periods of grave emergency. It declares "it is important that our private financial system be enabled to meet the legitimate needs of private business under all ordinary circumstances." While opposing direct governmental loans the committee favors granting powers to the Federal Reserve System enabling it to guarantee, up to a stipulated percentage, term and capital loans made by commercial banks so that the Federal Reserve System can serve as an agency of stimulation and education in normal times and be in a position to bring its extended powers into full play for use in periods of emergency.

On the subject of taxes the committee favors reforms in those present provisions of the taxing system which are harmful to all business but which, in its opinion, bear on small business with special severity. The committee does not advocate creating tax privileges in favor of small business as a class, but points out that the need of all business is for risk capital and that the soundest sources for such capital are individual savings and the plowing back of earnings into the business.

It is recommended that as rapidly as is consistent with the maintenance of high employment and production without further inflation there should be a general reduction in both business and personal income taxes. Corporate and noncorporate business should have the right to carry forward losses from business operations to apply against subsequent earnings for a period of six years, the statement says.

Other recommendations are that taxpayers should be permitted to average their income tax over a period of years to reduce present discrimination against those with irregular incomes, that greater latitude be given for depreciation, and that double taxation of corporation income be eliminated.

The statement points out that 98 per cent of all business firms in America are small. It notes that of 3,317,000 business units in this country in 1939, when the last U.S. census of business was taken, 1,503,000 had no employees, 1,221,000 had one of three, 305,000 had four to seven, 166,000 had eight to 19, and 70,000 had 20 to 49. There were but 52,000 firms with 50 or more employees.

The committee takes the position that small business is more virile and durable than many observers believe. There are today a million more small business firms in the nation than we had in 1900. Small firms provide about 35 per cent of the nation's volume of business while affording employment to 45 per cent of all those engaged in business, either as employers or workers, the statement declares. Requests for the full text of the statement (64 pages) should be addressed to the Committee for Economic Development, 285 Madison Avenue, New York 17, N.Y.

# The Book Column

## PROFESSIONAL BOOKS

BECK, H. P. *Men Who Control Our Universities*. New York 27: Kings' Crown Press, Division of Columbia University Press. 1947. 240 pp. \$3.00. This work is an analysis of the economic and social status and affiliations of the 734 men and women who compose the governing boards of the 30 leading universities in the United States. Among the factors studied are their occupations, incomes and salaries, corporation offices and directorships (particularly in the 400 largest corporations), education (including earned and honorary degrees), family status, religious and political preferences, ages, length of board service, membership in societies and fraternal organizations, civic activities, contributions to lobbying organizations, listings in social registers, and views on certain educational and social issues as revealed in an opinion poll.

BIESTER, L. L.; GRIFFITHS, WILLIAM; and PEARCE, N.O. *Units in Personal Health and Human Relations*. Minneapolis 14: University of Minnesota. 1947. 275 pp. \$3.50. This book presents resource units in sex education. Both teaching materials and methods are included in the units, and they have been tested in a variety of schools. All the important phases of body growth, reproduction, parenthood, and heredity are discussed in these units. Difficult situations that could arise in handling these subjects in the classroom are anticipated, and the study is planned throughout to give the pupil a matter-of-fact acceptance of sex and an unemotional attitude toward his body. The problem is approached with the aim of giving the pupil the information he needs to grow as a well-balanced person, able to cope with the intricate problems of human relationships. The units are designed specifically for kindergarten; sixth, seventh, and eighth grades; junior and senior high school; and junior college. Special training is not needed for the teacher who presents the material. Very detailed yet flexible directions are given for teaching, and also suggestions as to how the units may best be worked into the usual curriculums.

BOEKER, M. D. *The Status of the Beginning Calculus Students in Pre-Calculus College Mathematics*. New York: Bureau of Publications, Teachers College, Columbia University. 1947. 93 pp. \$2.15. The findings of this study are: (1) Not sufficient emphasis is put on the meanings of terms, concepts, and the logical bases of definitions; (2) the work of the separate courses is not sufficiently co-ordinated; (3) precise language and reading habits are not sufficiently stressed as being of utmost importance; (4) advantage is not taken of opportunities for offering general pieces of information connected with topics that are being taught, unless the particular point is included in the syllabus; (5) certain topics are accepted as being traditionally diffi-



cult for the student, and nothing is done to change the situation; (6) the usual class and final tests do not test the real understanding of the students; (7) specific terms which have precise mathematical meaning are often used in successive courses with no real attempt to define them; (8) sufficient importance does not seem to be attached to the fact that lack of understanding of a particular concept or definition, or haziness on a special topic, can lead to total lack of grasp of a subsequent topic, the teaching of which may be flawless; (9) sufficient time is not given, at frequent enough intervals, to a review or resume of what has been accomplished in the course up to the time of the review; (10) the courses considered in this study are not properly tailored to the needs of the mathematics majors.

CAMPBELL, DOAK S., Chairman. *Co-operative Study for the Improvement of Education*. Southern Association Study in Secondary Schools and Colleges. 1947. 249. pp. This report on the work of the Southern Association Study in Secondary Schools and Colleges was prepared at the request of the Commission on Curricular Problems and Research by former members of the staff of the Study, including its director. The report presents a statement of the nature and purpose of the Study, its methodology, and some of its major outcomes, as they were understood by the staff, together with the implications of these outcomes for Southern education. The book is a case history of the efforts of a group of school people to learn a method of work which to them appeared worth mastering. Attention is devoted to identifying this method, to describing the kinds of educational outcomes which emerged. The reader who accepts the report for what it is intended to be may perhaps find materials from which he can make up his mind about the possibilities of the method. He certainly will find considerable information bearing on the problems relating to its use.

CROW, L. D., and ALICE. *Introduction to Education*. New York: American Book Co. 1947. 375 pp. \$3.75. This book is written primarily as an aid in the orientation of teacher trainees, though it will serve as a valuable reference to the high-school counselor who wishes to make information available to seniors interested in education, including fundamental concepts in education personnel, basic educational principles and practices, special aids in education, co-operating education agencies, and a discussion of the scientific approach to education.

DICHTER, ERNEST. *The Psychology of Everyday Living*. New York 3: Barnes and Noble, Inc. 1947. 251 pp. \$2.50. The author explains the forces that cause us to think and act as we do. Written in a witty, easy-to-read style, the book is a useful guide that will help to understand people and meet the challenges of everyday living, as the introduction says: "True happiness depends largely on the little things of life—what we eat, the clothes we wear, our daily activities."

DOUGLAS, HARL R., Editor. *The High School Curriculum*. New York: Ronald Press Co. 1947. 669 pp. \$4.50. This book is the result of 27 contributing authorities on the high-school curriculum. It gathers and correlates the more outstanding of the new developments now being tested and put into practice.

Seeking to fill this need, this volume is intended to present the more important (1) considerations of contemporary curriculum thinking and practice, (2) principles and techniques of curriculum construction and revision, (3) current general trends, and (4) specific trends and considerations in the subject-matter divisions of the high-school curriculum. The various chapters have been written by men and women who have distinguished themselves for sound thinking and leadership in the particular fields of which they were asked to write. The volume was planned as a unit and its various chapters have been co-ordinated in content. Little attempt has been made to produce a single style of writing other than to adapt all material to the level and the use for which this volume was intended. The aim, rather, has been clearness, simplicity, soundness, and practical content.

EDDY, SHERWOOD. *God in History*. New York 17: Association Press. 1947. 295 pp. \$2.75. Dr. Eddy gives this account of his life-long quest for the evidence of God in history by bringing together in swift review the five sources which formed the mid-current of Western civilization—Ur, Egypt, Palestine, Greece, and Rome. His concluding chapters lead into the tragic crisis that today tests the faith of all but the most stout-hearted. Dr. Eddy sets up four criteria to test the presence of God in the efforts and achievements of men. The book's greatest helpfulness is to be found in the author's use of these criteria as a means for determining when man is working on the side of God. This book will be found as useful for teachers as for ministers. Against the panorama of recorded history Dr. Eddy sees today's events in their true perspective and their ultimate meaning. His book is substantial, absorbing, and rewarding reading for serious-minded teachers.

EDWARDS, NEWTON, and RICHEY, H. G. *The School in the American Social Order*. New York. Houghton Mifflin Co. 1947. 880 pp. \$5.00. This presentation of the American social scene with a focus on the school is a careful study of the various social forces which have been contemporary to educational changes. By presenting the setting first, the authors hope to enable the reader to see more clearly the influences which have brought new educational policies and practice. Although the discussion begins with the school in colonial society, extended emphasis is deliberately given to the recent period in American history to help those presently engaged in the educational profession to "cultivate a comprehensive and realistic view of the society into which they are helping to induct youth."

ERICKSON, C. E., and SMITH, G. E. *Organization and Administration of Guidance Services*. New York 18: McGraw-Hill Book Co. 1947. 288 pp. \$3.00. In this text the authors offer specific and detailed suggestions for the establishment of a complete guidance program in any school system, utilizing sound principles of administrative procedures. Stressing the need for co-operative action on the part of administrators, teachers, counselors, and the community, the book shows that the guidance program is a part of the school and not apart from it. The book is replete with numerous examples of suggestions, based on practices which have been successfully demonstrated in the field.

GOOD, H. G. *A History of Western Education*. New York: Macmillan Co. 1947. 575 pp. \$5.00. The refreshing style and attractive format of this new history of education makes it one of the most readable in its field. It fits the need of high-school administrators "who must understand the needs and forces of the world if they are to give wise direction and to go forward." If there is a fault in the book, it comes in the loss the reader feels when he discovers that this 1947 publication discusses education to "just now (1944)."

GOULD, GEORGE, and YOAKAM, A. *The Teacher and His Work*. New York: Ronald Press Co. 1947. 318 pp. \$3.50. The authors preface this volume with a statement of the uses of this book, particularly in introductory courses in education. They also suggest that the volume will "serve as a useful guide for adult groups desiring a general treatment of public education in the United States." The book would also be a valuable reference for high-school counselors who guide seniors in choosing vocations. It presents an overview of teaching and the schools in America.

GRUHN, W. T., and DOUGLASS, H. R. *The Modern Junior High School*. New York: Ronald Press Co. 1947. 492 pp. \$4.50. Those who work in the junior high school will find this volume especially helpful as a guide to appraising their program in terms of modern standards. Such concise statements as that concerning the functions of the junior high school offer excellent material for joint study and application by the school staff. Readers will be especially interested in the findings of a number of recent studies which the authors have made specifically for this publication. Noteworthy, too, are the 20 pages of classified bibliography and the five pages of selected courses of study which appear in the final pages of the book.

KEEZER, D. M. *The Light That Flickers*. New York 16: Harper and Bros. 1947. 174 pp. \$2.50. A view of college education which contrasts promise and performance and suggests improvements. The author tells, with wit and candor and genuine tolerance, the story of an American college presidency. As he struggled with the problem of liberal education, he found trustees, faculty, alumni, donors, critics, individual students, student organizations, parents, the general public, differing with each other and with him, as well as agreeing now and then. His description of confusions and frustrations which inevitably arise from such a mingling of forces is humorous and fair and objective.

KNICKERBOCKER, W. S., Editor. *Twentieth Century English*. New York 16. Philosophical Library. 1946. 475 pp. \$5.00. A selection of thirty-six essays, most of them written especially for this volume, dealing with English as it is alive today. The contributors, many of them persons of national reputation, set out to clarify and interpret such issues as "Basic English," "Semantics," "The Nature of Speech," "Language in Education," "Remedial Work," "Writing for the Public," "The Teaching of Composition," and "Literary Criticism." The central idea of the book is that American writers are deeply concerned with English as an instrument for intelligence—that only by a mastery of it as a means for expression may it be successfully employed in these intricate times.

MANWELL, R. D., and FAHS, S. L. *The Church Across the Street*. Boston: Beacon Press, 1947. 272 pp. \$2.50. Here is the story of the American church across the street in your town. Here is the exciting saga of twenty centuries of tragedy and triumph—the tale of real men and women who had the insight and daring to break with the traditions of their day and to venture forth along untrodden and dangerous paths. You will meet here characters of the greatest moral stature, whose courage is unsurpassed in recorded history. The account of each denomination is centered around a single pioneer who played an important part in the establishment of his church. The account is brought up to date with the most important and interesting facts regarding the present activities and beliefs of the groups chosen. The volume is generously illustrated with photographs and reproductions of great paintings. It answers questions about the different churches in our midst which most of us have not been curious or bold enough to ask aloud. They are questions we are fascinated to have answered. This reading will increase our understanding and tolerance of differing religious beliefs in our own communities. That is its basic purpose.

MATTHEW, R. J. *Language and Area Studies in the Armed Forces*. Washington 6, D.C.: American Council on Education, 1947. 231 pp. \$2.50. This report describes in detail foreign area and language instruction in the Army Specialized Training Program, the Navy Schools of Military Government and Administration, the Japanese Language Schools of the Army, and the Civil Affairs Training Schools. It reports modifications in many college programs, includes a chapter on an experiment at secondary level, and points to implications for both language and area studies in American secondary and higher education.

MELVIN, A. G. *Education: A History*. New York 19: The John Day Co. 1947. 585 pp. \$3.60. In a series of short, interesting and pertinent chapters, the author gives us the picture of how the education of children came to be what it now is. In the professional preparation of teachers, it provides for teachers in training an understanding of the nature and needs of children from the biological standpoint and the possession of a workable philosophy of education based upon proper historical perspective.

MILLER, J. H., and ALLEN J. S. *Veterans Challenge to Colleges*. New York: King's Crown Press, Columbia University, 1947. 162 pp. \$2.25. This book contains the story of how the state of New York set out to cope with the problem of the returning veteran who sought to enter or complete college under the terms of the G.I. Bill of Rights. The flood of applicants was far beyond what had been thought the saturation point of existing institutions was.

PIERCE, T. M. *Controllable Community Characteristics Related to the Quality of Education*. New York: Bureau of Publishers, Teachers College, Columbia University, 1947. 102 pp. \$2.25. This study has a strong bearing on the home-rule structure and effective operation under it. It bears on such problems as the layout out of school districts, the allocation of control, and the functions of central authorities. The close relationship of good

schools to the concept in the public mind of what education should do points to the value of implementing the home-rule principle through some method of bringing the school and the public closer together. This appears to be an essential step if the full potential of the community for good schools is to be unlocked. The direction in which this study points indicates the distinct possibilities of making schools better by attacking the problem of improving the community setting for education and of enlisting a more enlightened public understanding of what schools can do.

SEARS, J. B. *Public School Administration*. New York: Ronald Press Co. 1947. 445 pp. \$4.50. This book is intended for use as a textbook in school administration, for use as a general reference work, and for the use of school people generally who may wish to broaden their understanding of the field of public school administration and its relations to teaching, supervision, curriculum work, guidance, and research, and to the more comprehensive aspects of the relation of social and political life to public administration in our country. The book gives attention to the underlying purposes of administrative problems, techniques, and processes, and emphasis upon "how to find how to administer." Included in this book is, first, an explanation of the organizations and activities of the professional societies in the field; second, bibliographies of the literature of the field, including a special treatment of the necessary library and research tools and materials; and third, a treatment of the historical, philosophical, social, and psychological backgrounds of school administration. The book is arranged in two parts. Part I, of four chapters, introduces the reader to the field and to the tools by which the field can be entered and worked. Part II, in eleven chapters, covers the subject matter of federal, state, county, and local public school administration.

SEASHORE, C. E. *In Search of Beauty in Music*. New York: Ronald Press Co. 1947. 405 pp. \$4.50. This volume is designed as an introduction to the science of music for advanced students of music and psychology, music teachers, educators, professional musicians, and general readers interested in the scientific approach to the understanding and appreciation of beauty in music. It is an attempt to integrate the author's interpretive and popular articles on research in the psychology of music which have more or less direct bearing on the problem of esthetics.

STRATEMEYER, F. B.; FORKNER, H. L.; McKIM, M. G.; and Associates. *Developing a Curriculum for Modern Living*. New York: Bureau of Publications, Teachers College, Columbia University. 1947. 558 pp. \$3.75. One of a trilogy of reports by the staff of the Horace Mann-Lincoln Institute of School Experimentation growing out of its major research program on the curriculum. The first report, *Child Development and the Curriculum*, was published in 1946. The second, a consideration of the social bases of the curriculum, is not yet published. This statement projects the whole or unified view of the curriculum. In the early chapters it presents basic curriculum issues. Its main discussion outlines life situations which learners face and then elaborates them in terms of typical situations which arise in early

childhood, later childhood, youth, and adulthood. The report closes with an extensive practical section entitled *Teachers and Learners at Work* and a brief statement of the tests which the curriculum must meet.

TEAD, ORDWAY. *Equalizing Educational Opportunities Beyond the Secondary School*. Cambridge, Mass.: Harvard University Press, 1947. 53 pp. \$1.00. In this book, the 1947 Inglis Lecture, the author points out problems with which the colleges and universities are confronted—not only the veteran but also the potential 3,000,000 secondary-school graduates. Some of the problems discussed are: less than adequate grade-school and high-school opportunity for the one half of the children of our country, born into homes where the income is less than \$2000; restrictions upon college admission such as the small high school's inability to prepare its students for specific course requirements of many colleges, the college's preference for children of alumni, and for those who do not come from racial or religious minority groups; technological factors which necessitate large numbers of worthy citizens of general competence, alertness, resourcefulness, and good character traits rather than relatively more of those possessed of the refinements of vocational training; inadequacies of the plant facilities of the colleges; and teacher inadequacy. He proposed the following: (1) An equalizing of the quantity and quality of elementary and secondary education offered in all our states; (2) a program of scholarships, Federally provided where necessary, for needy third- and fourth-year high-school students; (3) clear and publicized admissions policies for all colleges with immediate, voluntary abandonment of quotas for minority group members by all private colleges; (4) use of general capacity and achievement tests rather than course credits as the basis of college entrance; (5) universal use by colleges of good educational guidance early in the course; (6) improvement in the curriculum and in the teachers available for students in the first two college years; (7) provisions of scholarships for qualified, needy college students by Federal grants of up to \$1,100 a year administered in such a manner as to preclude any but valid educational criteria from having weight in the selection and an inclusion in this program of provisions for fellowships of a larger amount for qualified graduate and professional students; (8) provisions made by states for systems of free junior colleges, helped as to capital resources and teachers' salaries, where needed, by Federal funds; (9) provisions for Federal grants-in-aid for capital resources to public colleges, under prescriptions laid down by state boards of education; (10) provisions for establishing minimum salary amounts by states for college teachers of different ranks, with Federal grants-in-aid provided where it can be demonstrated that local funds cannot meet such minima; (11) improved methods of college teacher training; (12) strengthened operation of state departments of education; and (13) placing of the Federal head of the Office of Education in a position of cabinet rank and status.

THAYER, V. T. *Religion in Public Education*. New York: Viking Press, 1947. 212 pp. \$2.75. In this book Dr. Thayer discusses one of the most important issues facing education today. "The separation of Church and State," he



says, "can no longer be taken for granted in our democracy." The efforts of the author are to convince the reader that the move to reintroduce religion into public education, "while well-intentioned, is misguided." The case for religious instruction in public schools as well as the case for the opposition is clearly presented in this volume.

WAHLQUIST, J. T. *Introduction to American Education*. New York: Ronald Press Co. 1947. 333 pp. \$3.25. The book is recommended for use in an orientation class for prospective teachers. It has followed closely the suggestions of various studies relative to the content of an introductory course. Of interest to secondary-school people is the fact that the author has given special notice to the needs of high-school seniors and their counselors who are giving attention to the selection of a vocation. Part I includes chapters on the appeal of teaching, certain practical considerations of teachers, opportunities in the profession, and characteristics of teachers themselves.

WOELLNER, R. C., and WOOD, M. A. *Requirements for Certification of Teachers and Administrators*. Chicago: University of Chicago Press. 1947. 89 pp. \$2.25. This twelfth edition, as all the preceding editions, deals with the regular initial certification requirements by states. Teachers entering the profession are concerned with obtaining a regular initial certificate either immediately or as quickly as they can qualify. The primary purpose of this publication is to offer readily interpreted summaries to prospective teachers interested in obtaining initial certificates. The compilation includes Recommendation of Regional and National Associations, and information re certificate requirements for Kindergarten, Primary, Elementary, Junior High School, and High School Teaching Certification by States.

#### BOOKS FOR PUPIL AND TEACHER USE

ALEKSANDER, IRINA. *This is Russia*. Philadelphia: David McKay Co. 1947. \$3.00. This book will take young Americans on a walk through a thousand years of Russia's colorful history—from the days when the Viking seafarers and the Tartar hordes were invading the lands of the Slavs, through the days when Russia was learning the ways of the West, and Tsar Peter went to Holland to work as a carpenter and came home and made his subjects shave their beards. Then to present-day Russia—the difficult days of her world-shaking revolution, and how she is faring in her experiment with a totally new way of life. The author decided to write this story-history of Russia the way she herself remembers it from her school days, stressing not only significant events, but the episodes and personalities that are almost legend. Mrs. Aleksander wants young Americans to know some Russian history and particularly to know Russian young people, for only by knowing one another can nations live in peace.

ARJONA, D. K. *Fronteras*. New York 10: Scott, Foresman and Co. 1947. 480 pp. \$2.48. This book, a first-year course in Spanish, tackles fundamental problems of modern language teaching. The author and editors say that the best motivation for a beginning student, particularly a young one, is the chance to do something with the language he's studying. It is a "doing" book from the first page to the last. It has factual readings that give the beginner an

overview of the life and history of the Spanish-speaking people in this hemisphere; informal dialogues which touch on all sorts of everyday activities of high-school-age boys and girls; illustrative materials, including not only maps, photographs, and drawings, but reproductions of all sorts of *realia*—menus, radio programs, *etc.* All these materials are used as points of departure for conversation practice. Students talk over what they read about the Pan American Highway, Mexico, Central America, *etc.*; discuss the location of cities and countries on maps; take the parts of the characters in dialogues they've been reading; do a variety of completion and multiple-choice exercises orally, *etc.*

BARKER, CHARLES E. *With President Taft in the White House*. Chicago: A. Kroch and Son, 1947. 76 pp. \$2.00. A personal and intimate account of significant incidents in the life of William Howard Taft by a daily attendant to the late president as his adviser and personal director of his physical condition. This interesting written book contains unpublished glimpses of moods and dispositions in crucial situations of former President Taft. Suitable for school libraries and classes in American history.

BECKER, E. R. *Secretaries Who Succeed*. New York 16: Harper and Bros. 1947. 135 pp. \$2.00. This book is not concerned with the purely mechanical details of secretarial work. It deals with those factors of tact, discretion, efficiency, and initiative by which the office worker can rise above the stenographic level, and the secretary can increase her overall effectiveness and value. From the start of her first job through every stage of a secretarial career, the young business woman will find the advice offered here both wise and helpful.

BOTHWELL, JEAN. *Star of India*. New York 16: William Morrow and Co. 1947. 224 pp. \$2.50. Down from their home in the hills of northern India to a city in the plains come ten-year-old Bittu and her father on a dangerous mission. The author writes of India and her children lovingly. She gives not only an exciting plot but atmosphere and fully realized characters that linger in the mind long after the story is read. Her previous books are outstanding. *The Thirteenth Stone* won a New York Herald Tribune Award in 1946. *Star of India* is one of her best.

BRONTE, CHARLOTTE. *Jane Eyre*. New York 11: College Entrance Book Co. 1947. 320 pp. \$1.53. This standard classic has been adapted to the interests of high-school readers by Lou P. Bunce and Grace A. Benscoter. The vocabulary has been shortened and parts synthesized. However, the plot, the dialog, and the humanism of the characters still bear the unequalled skill of the original author. Other books in this series and each selling for \$1.53 include *In Sunshine and Shadow* by Poe, *Les Misérables* by Hugo, *Oliver Twist* and *Tale of Two Cities* by Dickens and *Pride and Prejudice* by Austen.

BURNETT, WHIT, and SLATKIN, C. E., Editors. *American Authors Today*. Boston: Ginn and Co. 1947. 560 pp. \$2.60. Many authorities lament the fact that so much attention in the English course is given to outmoded and outdated literature. This book, presenting a number of the best of our outstand-

ing contemporary writers, puts a new vitality and freshness into English study. It is a living link between the student and the creative literary talent of his own time—story-writers, playwrights, novelists, poets, journalists, commentators. Concerned in large measure with the interests, problems, and people of today, it provides a sharp challenge to discussion and to thinking. It also offers the creative student an exceptional opportunity to sharpen his own talents by examination and analysis of successful styles and techniques. Many of the selections were chosen by the authors themselves and have a word of advice to the student or a comment by the author.

BUTCHER, DEVEREAUX. *Exploring Our National Parks and Monuments*. New York City 11, New York: Oxford University Press, 114 Fifth Avenue. 1947. 160 pp. Paper, \$1.75, cloth, \$2.75. The National Parks Association has recently published this beautifully illustrated book describing and discussing twenty-six national parks and thirty-eight national nature monuments in the United States. It contains 150 pictures of beautiful scenes of our parks and monuments. The description of each of the parks or monuments gives the historic background, the date of establishment, and such other interesting information that provide for the reader a true authentic and interesting story. With information included about hotels and cabins in the immediate area and highways over which each may be reached, this publication makes an excellent guide for tourists and historical and scenic-minded persons. Other materials included in the publication are: "Map;" "We Need Wilderness;" "Origin of the Standards;" "The National Park Service and the Standards;" "National Primeval Park Standards;" "Nature Reservations Abroad;" and "For Further Reading." Available in all bookstores.

CHADSEY, C. P., Editor in Chief, MORRIS, WILLIAM, and WENTWORTH, HAROLD. *Words: The New Dictionary*. New York 10: Grosset and Dunlap. 1947. 736 pp. \$2.00. This dictionary of over 70,000 newly written entries and 1,000 new illustrations is printed in large, easy-to-read type. It was prepared by a staff of more than twenty-five editors, researchers, and definers, working in consultation with Dr. Harold Wentworth, author of the authoritative *American Dialect Dictionary* and chairman of the Latter-Day English Group of the Modern Language Association. Dr. Ross McLaury Taylor, novelist, critic, and university professor, prepared the unique section, "How Words Can Help You." A large staff of expert artists, working under the supervision of Thomas Voter, Art Director of the American Museum of Natural History, has drawn the illustrations.

CHAPMAN, L. H., and CAULEY, THOMAS. *Language Skills*. New York: Harcourt, Brace and Co. 1947. 507 pp. \$1.72. This book for tenth-grade pupils, as well as the other five of the series (grades 7-12), has been written by teachers. Each of the six books in the series is prepared for a specific level and, therefore, takes into account the problems peculiar to a particular level. These six books have been integrated one with the other through a series of language and teaching principles which underlie the program.

CLOUD, A. J. *The Faith of Our Fathers*. Boston: D. C. Heath and Co. 1947. 264 pp. \$1.68. This handbook on the Constitution of the United States is for use as

a basal text in school systems which give special emphasis to the Constitution or as an indispensable supplementary book for the social studies classroom. It gives the student an understanding of the nature, the purpose, and the essential structure of the Federal government; of his rights and privileges, his duties and responsibilities; of the importance of his active participation toward its improvement as changing conditions may warrant. It analyzes the provisions of the Constitution, clause by clause, with clarity and defines all difficult or confusing terms. Well-chosen examples give the student a definite picture of Constitutional law in actual operation.

COMFORT, M. H. *Treasure on the Johnny Smoker*. New York 16: William Morrow and Co. 1947. 219 pp. \$2.50. Life in Minnesota back in the 1870's was exciting, particularly for a boy whose father owned one of the fastest freight boats on the Mississippi, the *Johnny Smoker*. Both Captain Dustin and his side-wheel'er were famous up and down the river. Timothy was a skillful hunter and woodsman. It was one of his hunting expeditions that plunged the whole Dustin family into the mystery of the stolen Ferguson fur cache—a fortune in furs. How the furs were found and restored to their owner, in spite of the threat of river pirates, makes a dramatic climax to a story with appealing characters and authentic background.

EDWARDS, W. H. *Precision Shop Mathematics*. Boston: D. C. Heath and Co. 1947. 320 pp. \$2.48. This book will help train the student in the correct computations necessary for master craftsmanship. It will guide him to success in attaining the decimal-point accuracy and the mathematical abilities required in precision shop jobs. Arithmetic, algebra, geometry, and trigonometry are given functional presentation, providing experience and practice in solving the problems most frequently found on the job. The lessons are arranged for facility in teaching uniform progress groups, individual study, and for shop reference. The text contains hundreds of illustrations and practical problems, together with sample solutions and examples of applications.

EVANS, E. K. *All About Us*. New York: Capitol Publishing Co. 139 Fifth Ave. 1947. 95 pp. \$2.00. This book introduces pupils to anthropological, sociological, and psychological insights through simply written chapters about starting off and going places, the way we look, the way we act, about Americans and our friends. The author has applied each scientific truth to the every-day life of the pupil. After reading *All About Us*, the very young (and many of their parents and teachers) should have many more sensible notions than before about the meaning of peace and about man's ways of behaving in varied cultures. Humorous stories and sober facts blend in this book.

FARALLA, DANA. *The Magnificent Barb*. New York: Julian Messner, Inc. 1947. 211 pp. \$2.50. This novel is the story of Irish Sean Fitzgerald and his blooded horses on a Georgia plantation just after the Civil War. Older readers, as well as those younger ones who love horses will enjoy the sly Irish humor and the rivalry that naturally exist among paddocks.

FLYNN, J. T. *The Epic of Freedom*. Philadelphia: Fireside Press, Inc. 1947. 172 pp. \$2.00. In the hope of recalling to the American, pulled in many directions

by the troubling problems in our midst, the author hopes to give some understanding of the framework of the free society in which he lives and the means by which he comes by it. It is the story of our freedom.

GREENBERG, JACOB. *Le français et la France*. New York 19: Charles E. Merrill Co., Inc. ("Premier Cours" by Greenberg, Jacob, 1947, 463 pp. \$2.00, and "Deuxieme Cours" by Greenberg, Jacob, and Brodin, Pierre, 1947, 573 pp. \$2.40). This is a two-book series. The "Premier Cours" book provides basic subject matter in grammar, reading, and cultural material for the elementary French course in junior and senior high schools. The book is divided into six units, called *cahiers*. Each *cahier* is closely related in vocabulary and syntax to other *cahiers*; it is in no sense a separate entity. The unit arrangement is used because it is convenient for teaching and review purposes. The units consist of varying numbers of advance lessons, which are followed by comprehensive reviews, by one or more easy readings, and by rather extensive accounts in English on various aspects of French history and civilization. Each advance lesson consists of two parts: part A, entitled *Leçon Préparatoire*, which presents the grammatical material, and part B, which presents the vocabulary and reading material. The vocabulary and reading of part B constitute the core of the lesson.

The content of "Deuxieme Cours" covers the work generally prescribed for the intermediate or second-year French course. In spirit it complies with the recommendations of the Modern Foreign Language Study. The book is divided into six units, or *cahiers*, of carefully planned and closely related vocabulary and grammar studies. Each *cahier* consists of several lessons, and each lesson is divided into two parts: Part A, dealing with grammatical principles, and Part B, illustrating their use in a connected reading unit. The arrangement by *cahiers* facilitates the use of the book for learning, teaching, and review purposes.

Van Der HAAS, HENRIETTA. *Victorious Island*. New York 17: Harcourt, Brace and Co. 1947. 193 pp. \$2.50. The story of fourteen-year old Jan and his activities in the underground against the Nazis showing the stubborn and heroic courage of the Netherlands who were willing to sacrifice the land itself to gain freedom.

HAMM, W. A. *From Colony to World Power*. Boston: D. C. Heath and Co. 1947. 862 pp. \$2.80. This high-school history of the United States is organized to conform to current teaching needs with emphases on our evolving foreign policy and on foreign affairs in general, as well as on economic and social problems. Much space is given to recent events, including those down to the fall of 1946. It has about three hundred photographs and a large number of maps, charts, and diagrams, and several color illustrations. The book groups the chapters under seven units: I, Our Colonial Heritage; II, Welding the Union; III, The Rise of American Nationality; IV, Nationalism and Sectionalism; V, Changing America; VI, The United States Seeks a Solution of Domestic Problems; VII, The Foreign Policy of the United States. The Appendix has a relief map, one showing the states, and their years of admission to the Union, the Declaration of Independence, and the Constitution. It

is accompanied by a workbook, *Activities Notebook*, containing exercises devised to test knowledge of time relationship, vocabulary, and maps. Questions are matching or linking, or specific. There is also a separate package of Objective Tests.

HARLOW, R. V. *Story of America*. New York: Henry Holt and Co. 1947. 839 pp. \$3.16. The book is organized by units largely in chronological periods, showing within each unit the various factors or events which contributed to the development of the period. The student learns to perceive implications and to grasp generalizations as he sees the interplay of events one upon the other. The core of each unit is the dominating trend or theme that marks off that period of our history from another. Thus each unit, by relation of fact and consequence of interpretation, paves the way for an understanding of the succeeding unit. Maps, charts, diagrams, cartoons, and pictures have been selected and placed to highlight the surrounding context. The maps make use of the newest cartographical techniques. Symbols and other devices make the maps completely objective and readily interpreted. "Photo-quizzes" introduce each unit by challenging the reader's interest. Veteran high-school teachers prepared the chapter and unit aids for *Story of America*. Their classroom "know-how" is evident throughout. Chapter "Self-Tests" lead the student through a grasp of fact to an understanding of relationships and implications. Unit aids provide review, synthesis, and vocabulary drill. A wide variety of activities and readings meets the interests and abilities of all types of students. In the appendix is a uniquely annotated Constitution.

HART, W. W. and JAHN, L. D. *Mathematics in Action*. Boston: D.C. Heath and Co. Book I, 1947, 352 pp. \$1.28.; Book II, 1947, 336 pp. \$1.36; Book III, 1947, 448 pp. \$1.52. This three-book series is intended for use in grades 7, 8, and 9. While each is complete in itself, the books are integrated as a series in a simplified and socialized course in general mathematics. Instruction in each is motivated by various appropriate devices such as pictures, problem material appealing to pupils, and the informal style, addressed to pupils.

HATCH, M. C. *13 Danish Tales*. New York 17: Harcourt, Brace and Co. 1947. 169 pp. \$2.50. Here is a baker's dozen of robust, humorous folktales based on J. C. Bay's scholarly translation, which was first published in this country in 1899. In her retellings, Miss Hatch has retained the full flavor of the original stories, which are just as timely now as they were in the last century.

HEADLEY, ELIZABETH. *Take a Call, Topsy!* Philadelphia: Macrae Co. 1947. 216 pp. \$2.00. In spite of the good natured skepticism of her family and friends, popular and attractive fifteen-year-old Theodore Baldwin—better known as Topsy—has her heart set on becoming a ballerina. She quickly discovers, however, that dancing is harder—and much less glamorous—than it looks and that to achieve success in her chosen field it is often necessary to sacrifice her other interests in order to concentrate on her objective. How she sets about making her dreams come true—her failures and successes, her disappointments and triumphs—makes an appealing and informative story which, while in no sense a "career" story, does give a picture of the vicissitudes and rewards involved in the training of a ballet dancer.



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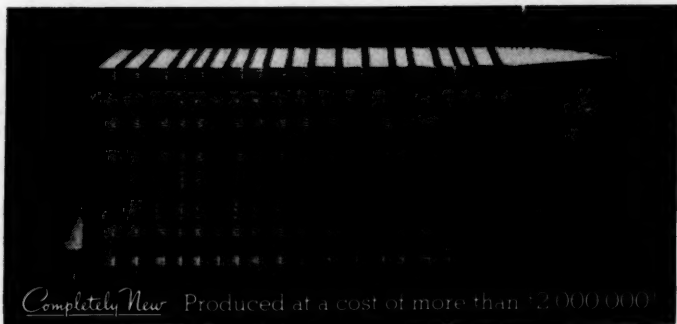
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HENING, VIOLA. *Fun With Scraps*. Milwaukee: Bruce Publishing Co. 1947.

190 pp. \$3.00. Beginning with general materials, the author shows how to obtain and use the paint, glues, adhesives, and finishing materials which are needed for all projects. The author writes and illustrates a chapter each on the various kinds of scrap material, including wood, composition boards, oilcloth and shade material, glass, clay, plaster, and soap; paper, cardboard, and cartons; fabrics, tin, and finally materials from nature. In the chapter on wood, there are projects for making hammered book ends, she'ves, ash trays, unique "sailor boy" pen and pencil holders, animal toys, boxes, and other intriguing craft articles. Since varying degrees of skill and experience are needed for these articles, there are things here which will interest both adult and children's groups. The chapters following the complete one on wood are devoted to projects which can be made of each of the other materials. For the school or adult hobbycraft leader, the last chapter on general decorations for seasonal parties and festive parties will prove unusually valuable. Emphasis throughout the book is on the use of inexpensive material and that ingenuity which can make discarded things useful and beautiful.

HERRICK, T. T. *School Patterns for Citizenship Training*. Lansing: Bureau of Educational Reference and Research, School of Education, University of Michigan. 1947. 130 pp. Following visitation and study by the author to twenty-seven selected Michigan high schools, this is a report of his observations. Part of the material is addressed to the pupil; part, to teachers and school administrators; and part, to the members of the community. In this report attention is centered on the four aspects of education for citizenship through: participation in student government; co-operation in activities designed for the betterment of community living; the use of subject matter and techniques of presentation pertinent to the development of understanding, appreciations and behaviors essential to good citizenship; and the employment of techniques of rating which define, call to attention, and emphasize qualities of citizenship essential to democratic living.

HINKLE, T. C. *Blaze Face*. New York 16: William Morrow and Co. 1947. 191 pp. \$2.00. The devotion that can exist between a man and his horse is the theme of this absorbing story. Blaze Face, son of an outlaw mare, is caught as a colt by young Joe Dixon of the Maxwell ranch and a firm friendship grows between horse and rider.

KITSON, H. D. *I Find My Vocation*. New Third Edition. New York 18: McGraw-Hill Book Co., Inc. 1947. 290 pp. \$1.80. The third edition of this text is a complete revision, bringing its material up to date, in line with recent changes and developments in the occupational field. It provides improved interest and clearness in presentation, new material, and entirely new illustrations. The book presents data from the latest U. S. Census, adds two new chapters on social security and unemployment compensation, and offers a revised list of occupations in Chapter Two, conforming to the *Dictionary of Occupational Titles*. The project method is emphasized. Numerous projects and exercises following the chapters give students practice in consulting original sources, in interviewing workers, in reading biographies, and in discovering the techniques needed to solve occupational problems.

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- LANGDALE, H. R. *Kit of Danger Cove*. New York 10: E. P. Dutton and Co., Inc. 1947. 184 pp. \$2.50. This is the history of the Sandwich Glass industry which is growing as a subject of interest among young people and the story, together with Christine Price's pen and ink drawings, outlines some of the events which took place during the early years of the industry.
- Let's Look at Latin America*. (Revised). New York 19: Charles E. Merrill Co., 1947. 48 pp. 28 cents. Teaches the interesting, important story of the Latin-American nations. Here is material students will enjoy while they learn the importance of these nations in the world economic and social structure. Fully illustrated with maps.
- LINDQUIST, LILLY. *French for Daily Use*. New York: Charles E. Merrill Co. 1947. 96 pp. 48 cents. This book in first-year French and workbook, *Petits Contes Vrais*, provide a three-way study method: (1) reading units based on everyday life situations with which high-school students are familiar; (2) practice in French grammar (including verb forms) in each lesson; (3) four effective diagnostic review tests (in addition to review exercises in the regular lessons) supplied free in each copy.
- MASON, G. F. *Animal Homes*. New York 16: William Morrow and Co. 1947. 96 pp. \$2.00. The book presents in words and pictures a fascinating account of the places where animals live. Sometimes these places are really homes; sometimes they are used only for raising young or for storing food. Woodchucks, bears, squirrels, moles, beavers, spiders, prairie dogs, wasps, and many others are included. Some of the animals are clever construction engineers. Others are less resourceful and simply move into abandoned burrows or dens in rocks or hollow trees.
- MARTIN, G. V. *The Bells of St. Mary's*. New York: Bantam Books. 1947. 150 pp. 25 cents. A novel in a pocket edition based on the movie hit of the same name.
- MAY, E. C. *A Century of Silver, 1847-1947*. New York 16: Robert M. McBride and Co. 1947. 400 pp. \$3.50. The spectacular development of an early New England craft into a great modern industry is the subject of this history of American silverware and of the group of silversmiths who produced it. From its origin in Connecticut's home workshops of a hundred years ago, the technique of making fine silverware has progressed to the point where, today, it is one of the country's leading industries. In this book the author tells how silversmiths produced thousands of beautiful and useful articles first from pewter, then from britannia ware and finally from plated and sterling silver.

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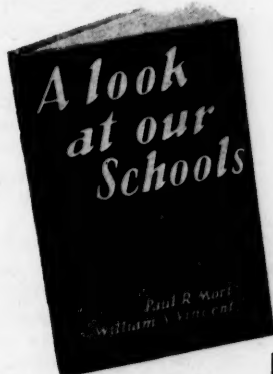
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McSWIGAN, MARIE. *Juan of Manila*. New York 10: E. P. Dutton and Co., Inc. 1947. 152 pp. \$2.50. Two Filipino boys, undaunted by threats of torture after their identity was discovered, broadcast messages of encouragement to their fellow countrymen under the very noses of the Japanese invaders. Without bitterness, but with restraint, the author has told a story of adventure and sheer heroism. The present story, though fiction, is founded on fact. Juan had his counterpart in a lad who actually gave his life that his people's courage should hold until "the Americans come back."

*Modern Reading*. New York 19: Charles E. Merrill Co. 1946. 120 pp. 48 cents. This book contains three types of material helpful for remedial reading: (1) stories and factual articles; (2) skill-training exercises; and (3) two free tests with each copy. It contains forty stories and articles centered about dominant adolescent interests of adventure, biography, science, travel, and exploration. Five important reading skills are developed: (1) understanding ideas, (2) interpreting ideas, (3) organizing ideas, (4) understanding words, and (5) studying words—word analysis and dictionary skills. There is now available a 3-book program for reading skill improvement: Book 1, for instruction in grades 7-8; Book 2, for grades 8-9-10; and Book 3, for grades 10-11-12.

MOON, T. J.; MANN, P. B.; and OTTO, J. H. *Modern Biology*. New York: Henry Holt and Co. 1947. 722 pp. \$2.96. This book (completely revised) is a text for beginners, and has been planned for the pupil who has had no previous biological training. The organization is flexible; units can be used in a wide variety of biology courses. This feature enables the teacher to shift the arrangement without destroying continuity. The general arrangement is from simple forms to complex forms, and from basic principles to more advanced applications. Modern discussions of the newest biological discoveries make for stimulating and informative reading. Conservation is stressed throughout, and the final unit relates all phases of conservation and discusses the organized program of conservation in America today. Ecology is emphasized throughout the book. Microbiology is treated separately in an entirely new unit. The content is general rather than regional and local. New pupil activities at the end of each chapter have been added, and new titles have been given these various activities. They carry out the theme that biology is



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NEWCOMB, ELLSWORTH. *Anchor For Her Heart*. New York 10: E. P. Dutton and Co., Inc. 1947. 187 pp. \$2.25. This story of Annapolis is packed with young people and their good times. There is young Bill Ambler, a youngster at the Academy, and there is Sally, his sister. Also, there is Mary Lou, a designing young Baltimore belle who makes herself quite obnoxious.

ORLEANS, J. B., and HART, W. W. *Intermediate Algebra*. Second Edition. Boston: D. C. Heath and Co. 1947. 304 pp. \$1.56. The book supplies subject matter for a second course in high-school algebra. Problem material has been modernized and new applications are provided. Thirteen diagnostic tests in the first chapter afford material for rapid determination of individual needs. Remedial instructions are supplied. It also contains four cumulative reviews and one general review, and mastery tests following many chapters. Some advanced topics and a unit on statistics are included. Graphic representation and functional relations are stressed.

ORR, E. M.; HOSTON, E. T.; and CENTER, S. C. *Reading Today*. New York: Chas. Scribner's Sons. 1947. Book I, 608 pp. \$1.88; Book II, 640 pp. \$1.88; Book III, 672 pp. \$2.00. This is a three-volume series for grades seven, eight and nine. The selection of the reading material included in the series was made to a large extent on the basis of a three-year survey of the needs and interests of pupils in which pupils and teachers in rural and urban schools read the selections and gave their reactions. Stories are classified on the basis of units. Book I contains units on "Our Own Country," "One World," "Animals," "Great Men," "Workers," "Good Stories," and "Sports, Games and Hobbies;" Book II contains units on "Life in the Animal World," "Miracles of Science," "This Land of Ours," "World Neighbors," "Good Stories" and "Poetry;" Book III contains units on "The Wider World," "The American Scene," "Humor," "Adventures in Work," "Poetry," "Animals," "Short Stories," and "Portraits of Men and Women." Each book also has a concluding unit addressed to the pupil as a guide to him in his reading.

PATTON, D. H. *Common Words*. New York: Charles E. Merrill Co. 1943. 128 pp. 64 cents. This book for grades 9-10 teaches the spelling of common words, some taken from upper grade lists and some from high-school lists. Special drill is provided on synonyms, homonyms, plurals, possessives, etc. Training in dictionary usage, tests, and reviews are included.

PATTON, D. H. *Word Study*. New York: Charles E. Merrill Co. 1945. 128 pp. 44 cents. This book for grades 11-12 is organized for any classroom program or allotment of time. Emphasis is given to word study and word-building. An 18-page section on word analysis shows meaning and use of common prefixes, suffixes, roots, and combining forms.

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